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**PERSONAL AND ENVIRONMENTAL FACTORS  
CONTRIBUTING TO BCT AND FOURTH CLASS YEAR  
ATTRITION**

12

**CAPTAIN THOMAS M. LONGRIDGE  
MAJOR VALENTIN W. TIRMAN, JR.**

**DEPT OF BEHAVIORAL SCIENCES AND LEADERSHIP**

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20. (cont'd)

relative motivational value of each item in the BCT curriculum, was developed and administered to the entire class at the end of BCT.

In general it was concluded that attrition during Basic Cadet Training was largely a function of personal characteristics of the individual rather than demotivational aspects of training. Reduction in BCT attrition may therefore be a matter of improved candidate selection procedures.

Attrition beyond BCT is less influenced by personal characteristics but is more influenced by the Academy environment experienced in the 4th class year. Suggestions on improvement in the environment are provided and deal with training goals, upperclass leadership style, feedback, and length of the 4th class training year.

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PERSONAL AND ENVIRONMENTAL  
FACTORS CONTRIBUTING  
TO BCT AND FOURTH CLASS  
YEAR ATTRITION

CAPTAIN THOMAS M. LONGRIDGE, JR.  
AND MAJOR VALENTIN W. TIRMAN, JR.

MARCH 1978

INTERIM REPORT

DEAN OF THE FACULTY  
DEPT OF BEHAVIORAL SCIENCES AND LEADERSHIP  
UNITED STATES AIR FORCE ACADEMY  
COLORADO 80840

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## SECTION I

### INTRODUCTION

#### BACKGROUND

In its 5 March 1976 report on Student Attrition at the Five Federal Service Academies (FPCD-76-12), the General Accounting Office (GAO) identified a number of factors related to attrition. In particular, their study noted that the percentage of attrition which can be attributed to the Academy environment, as opposed to external factors or student characteristics, increases significantly over time, accounting for 1% during Basic Cadet Training (BCT), 11% during the 4th class year, and 35% during the 3rd class year.

The report, which includes a review of the literature on Academy attrition, notes that most of the associated research has concentrated on personal characteristics of the attrittee. While the GAO results indicate such factors do play a significant role in early attrition, their data also indicate that increased attention to the institutional environment is necessary to account for attrition beyond BCT. Accordingly, their study recommended the service academies undertake longitudinal research to study the impact of the Academy environment, and to identify the interaction of demotivational aspects with student characteristics relative to attrition. The research reported herein represents the first phase of an effort to comply with that recommendation.

The conceptual model used in this research is similar to that employed by the GAO. Attrition was viewed primarily as a function of two categories of variables and their interaction - namely, individual traits and the academy environment (Walsh, 1973).

As a longitudinal study, the present research report concerns a single group of cadets, the Class of 1980. It is intended that members of this group be followed throughout their four year tenure.

The report is divided into two major sections - BCT attrition, and attrition during the 4th class year.

## SECTION II

### BCT ATTRITION

#### DEVELOPMENT AND ADMINISTRATION OF THE ATTRITIONAL ASSESSMENT INSTRUMENT - VERSION I (AAI-I)

Given the charter of the present study, to identify demotivational aspects of the Academy environment associated with attrition, we made an effort to generate a large pool of items potentially related to attrition drawing upon a heterogeneous cross-section of academy personnel.

These sources included:

1. The Commandant's Committee on Motivators/Demotivators during BCT and the 4th class year. This task group of Faculty and Commandant's personnel charged with identifying demotivational aspects of training and recommending improvements.
2. The Organizational Development Steering Committee. This Committee is composed of a cross-section of academy military and civilian personnel tasked with recommending improvements in overall organizational climate.
3. Personnel in the Registrar's Office including Cadet Counseling Center professionals who interview all cadets who resign.
4. Random samples of cadets from all classes, who were asked to review the items suggested from other sources, to rate item relevance, and to suggest items not already provided.

After purification for duplicates and irrelevant items, an item pool of 300 remained. These items were then worded so that responses could be taken in standard Likert format, using six alternatives per item with 1 reflecting the most negative response (e.g., strongly disagree) and six the most positive. No neutral response alternative was provided. A 150 item (six alternatives per question) digitek answer sheet was provided for subject responses. These were administered under standardized, group testing conditions to a random sample of 276 4th classmen (Class of 79) and 197 3rd classmen (Class of 78) in May 1976. Resulting item responses were rank ordered on the basis of t-tests between the top and bottom 27% of test total scores. Additionally, item-test co variances were computed. Based on the resulting item analysis, the most discriminating items were then selected for inclusion in the final Attritional Assessment Instrument, Version I (AAI-I). A copy is provided in Appendix I. Because data on cadet personality characteristics are already available from annual standardized administration of the Minnesota Multiphasic Personality Inventory, only 21 items relating to personality were included in the AAI-I. The total number of questions on the instrument was 150.

The AAI-I was administered to the entire Class of 1980 (N=1572) under standardized group testing conditions on the second day of BCT, and again immediately following the completion of BCT. BCT resignees (N=78) retook the test during their exit interviews (conducted by the Cadet Counseling Center).

### DEVELOPMENT OF THE BCT SUPPLEMENT

In order to determine the extent to which specific events comprising the BCT curriculum were motivating/demotivating to basic cadets, BCT persisters and attritees were asked to rate each of 71 major BCT activities along a six point scale, from 1 = strongly demotivating to 6 = strongly motivating (a copy of this listing is given in Appendix II). Persisters took this survey at the same time as the AAI-I, at the completion of BCT. Attritees completed it during their exit interviews, and rated only those activities experienced prior to their departure from the training program.

### AAI-I: RESULTS AND DISCUSSION

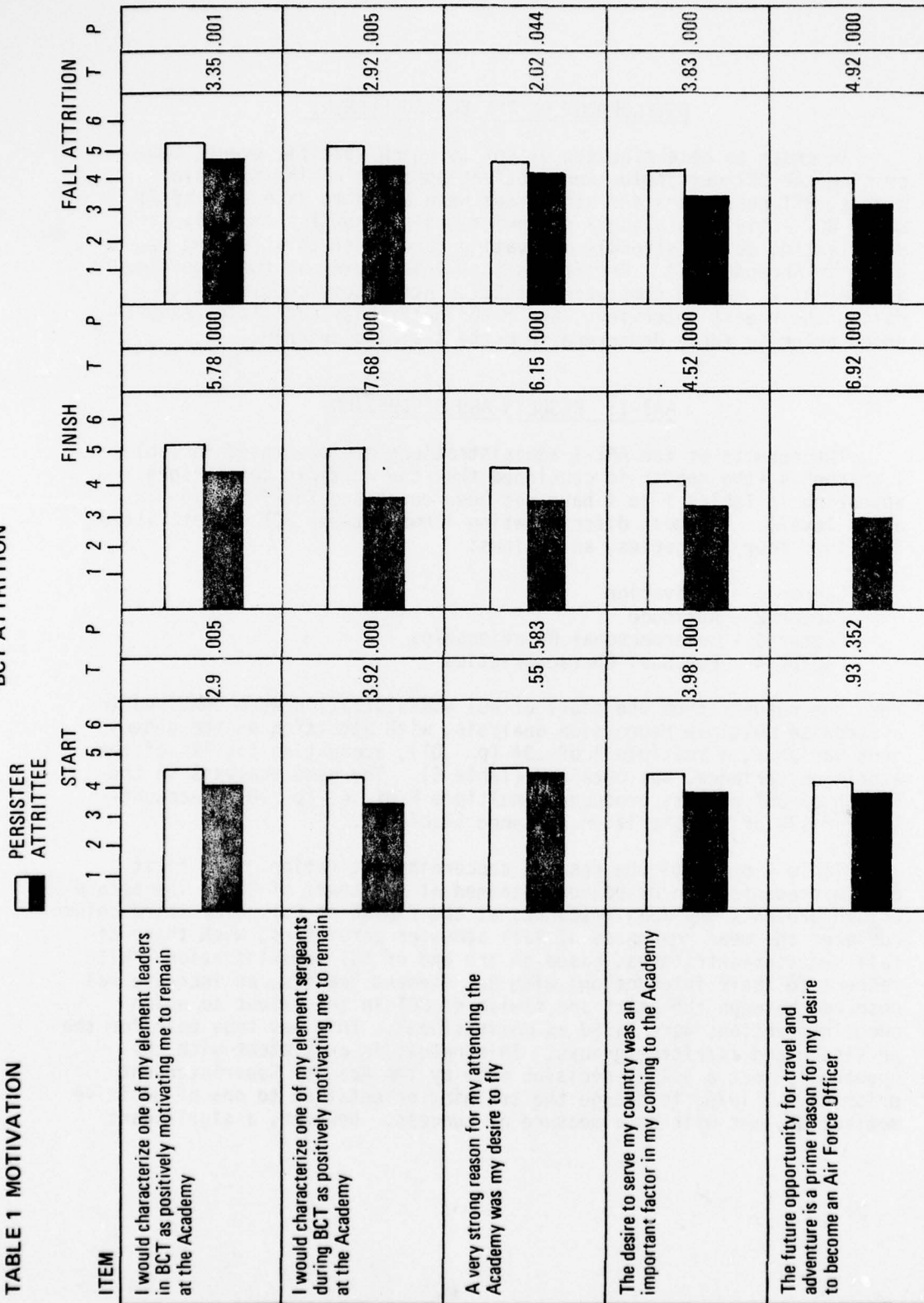
The results of the AAI-I administrations are presented in Tables 1 through 4 (the reader is cautioned that the multiple comparisons appearing in Tables 1 to 4 have not been corrected for inflation in alpha level). The most discriminating items between BCT and attritees fell into four categories, as follows:

- Factor 1 - Motivation
- Factor 2 - Attitude
- Factor 3 - Interpersonal Relationships
- Factor 4 - Personal Characteristics

When the results from the start of BCT administration were combined in a stepwise multiple regression analysis, with attrition as the dependent variable, a multiple R of .34 ( $p < .01$ ), accounting for 12% of the attrition variance, was obtained (Table 5). The same analysis on the finish of BCT results produced a multiple R of .41 ( $p < .01$ ), accounting for 17% of the attrition variance (Table 6).

Table 1 presents the results concerning motivation. The first column presents mean responses obtained at the start of BCT. The second column presents the mean responses at the finish of BCT. The third column compares the mean responses of fall semester persisters, with those of fall semester attritees, based on the end of BCT administration. With respect to their interactions with Bct element leaders, an increase was observed between the start and finish of BCT in the extent to which such interactions were rated as motivational. This was true both for the persister and attritee groups. This result is consistent with the hypothesis that a policy decision made by the Academy Superintendent prior to BCT 1976, to change the training orientation to one of positive motivation, met with some measure of success. However, a significant

TABLE 1 MOTIVATION

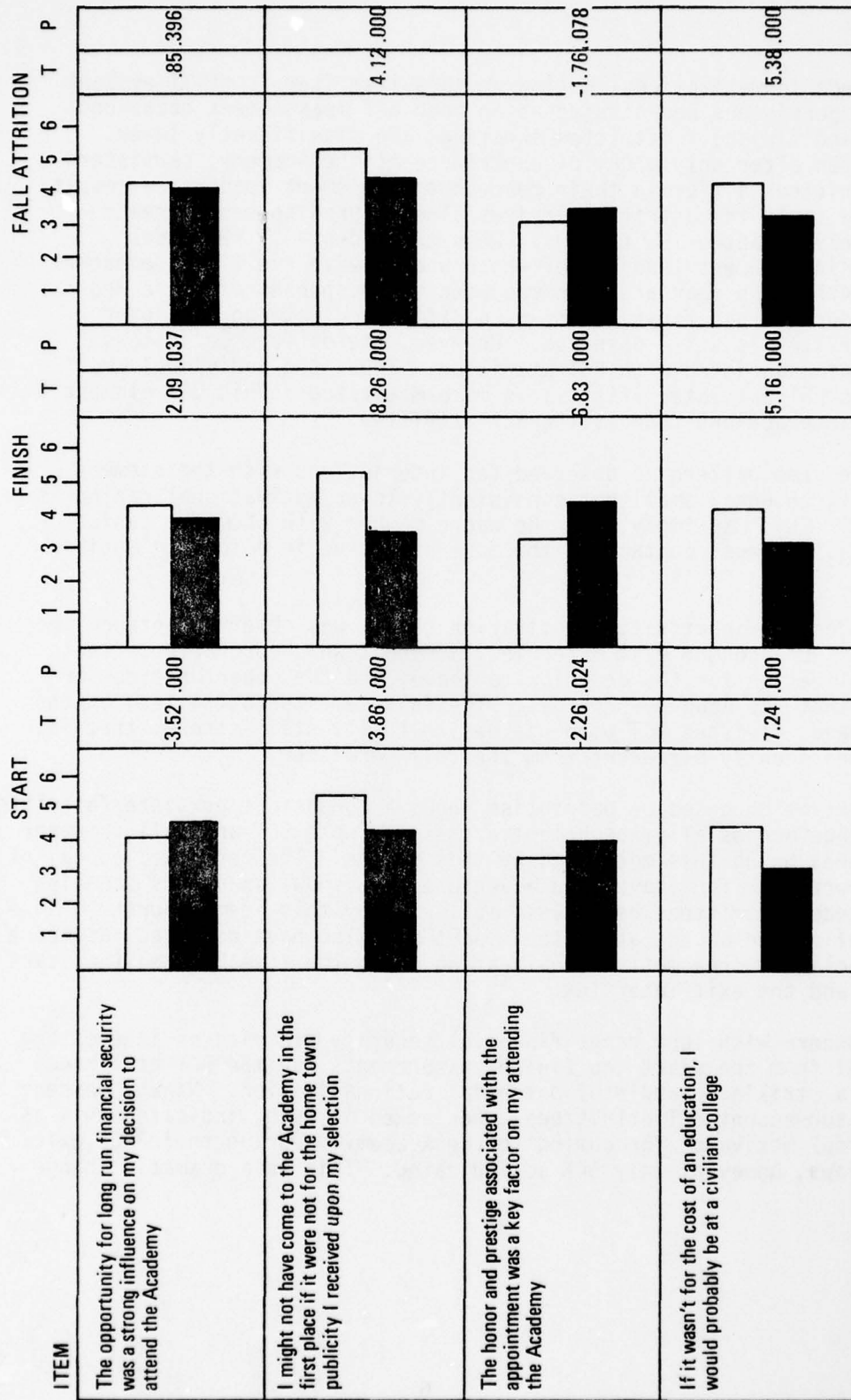




# BCT ATTRITION

TABLE 1 (CONT) MOTIVATION

☐ PERSISTER★  
☐ ATTRITTEE



★Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix I.

difference in motivational rating on this item is still evident between persisters and attrittees on both BCT measurement occasions (start and finish). Attrittee's ratings are significantly lower. Thus, even after only a day of experience at the Academy, persisters and attrittees differ in their reactions to element leaders, a result that may imply the attrittee arrives already predisposed to react negatively to authority figures. When the end-of-BCT responses (concerning element leaders) of those who survive the first semester of the 4th class year are compared with the responses of those who attrit during that first semester, a difference between persister and attrittee is still observed. However, the difference is less than that associated with BCT attrition. Thus, the individual who survives BCT but later attrits, is more motivated in his BCT element leader interactions than is the BCT attrittee.

The same pattern is observed for interactions with the element sergeant, though a small but consistently lower motivational rating is evident. This may imply that the cadre member with whom the basic cadet has the most contact is the more effective in eliciting motivation.

A decline in attrittee motivation to fly was observed between the start of BCT and the exit interview, a result which probably reflects rationalization for the decision to leave, and the opportunities for flying that the Academy provides. The fall semester attrittee, on the other hand, finishes BCT with his desire to fly still strong, that is, not significantly different from the fall persister.

Motivation based on patriotism shows a consistent persister/attrittee difference across all measurement occasions, both BCT and fall semester attrittees being less motivated by this factor. The perceived appeal of the opportunity for travel and adventure also shows an across occasion difference, attrittees being less motivated by this item. Further, some rationalization on the attrittee's part may also have occurred, as there is a decline in the motivational rating given the item between the start of BCT and the exit interview.

Concern with long range financial security exhibits an interesting reversal from the start and finish measurements for the BCT attrittee, and is a striking example of potential rationalization. Ninety percent of the subsequent BCT attrittees, when asked in June, indicated this as a powerful motivator for coming to the Academy. During their BCT exit interviews, however, only 54% so indicated. This is a dramatic change

on the attrittee's part, which probably reflects their decision to give up an excellent opportunity to achieve this goal. It is of interest to note that the attrittee on arrival appears to have been more motivated than the persister in his decision to attend the Academy by the promise of financial security. While financial security may be an excellent reason to choose the Academy, to the extent the individual is not also motivated by more substantial and more immediately relevant reasons for coming here, he is not likely to endure the Academy's demanding program. The difference between persister and attrittee on this and other items to be presented, suggests that the BCT attrittee tends to be the individual who comes here for the wrong reasons, reasons which in and of themselves are insufficient to sustain him through the program. For example, hometown publicity differentiates persister and attrittee across all three measurement occasions, the attrittee reporting that he was more motivated by this factor. The glamour and prestige of the Academy were also observed to be more potent motivators for the BCT attrittee than persister, but not for the fall semester attrittee. Lack of economic resources for a college education was observed to be a more motivating factor in choice of the Academy by both the BCT and fall semester attrittee than for the persister.

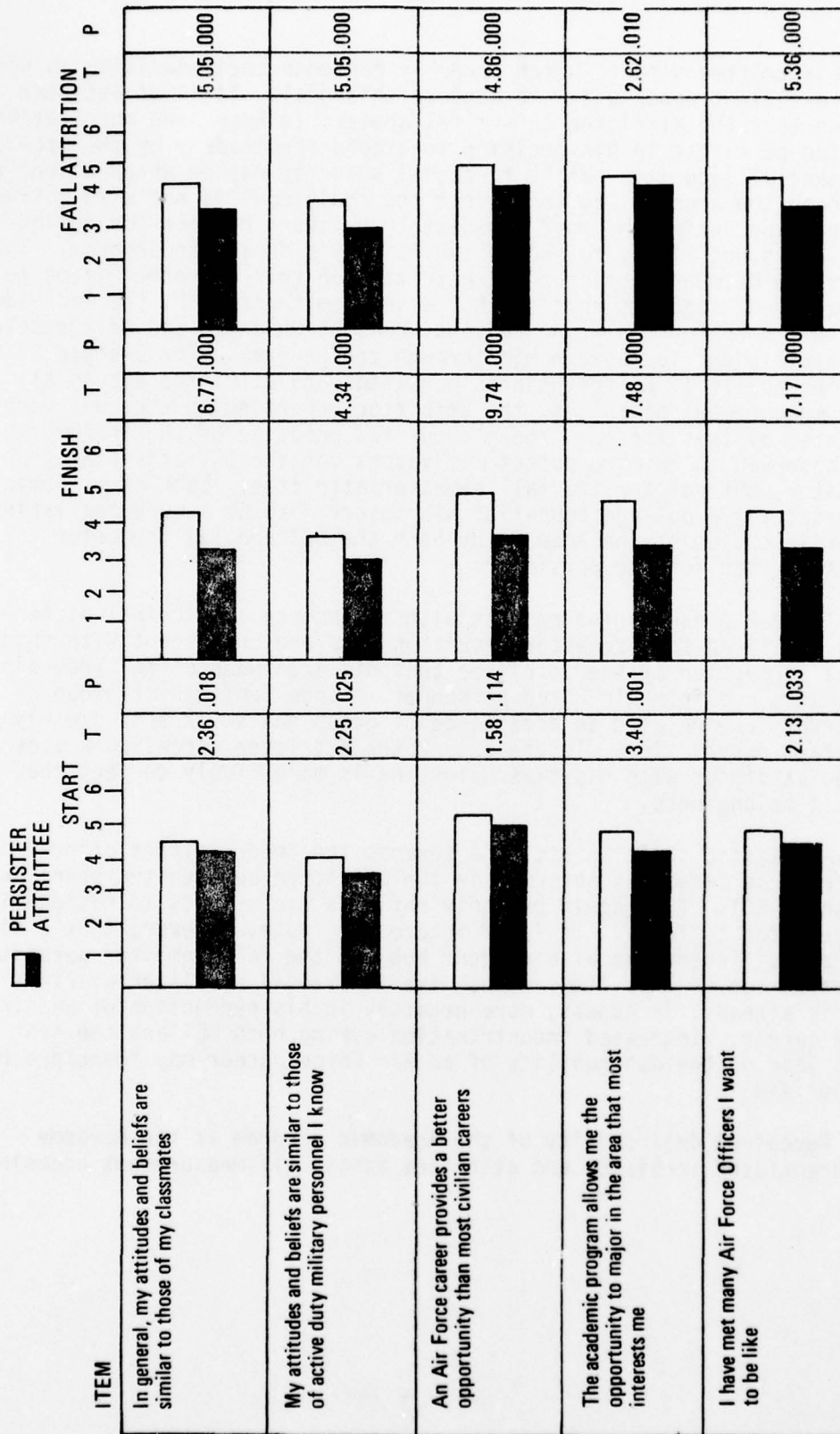
Table 2 presents the results with respect to attitudinal differences. BCT and fall semester attrition data are consistent with respect to the perception by the attrittee that his attitudes differ from his classmates and from Air Force personnel. Since feelings of group membership are related to acceptance of group goals, this is clearly an important observation. To the extent the attrittee perceives a lack of shared attitudes with his classmates, he is more likely to feel that he doesn't belong here.

A dramatic shift in attitude towards the opportunities offered by an Air Force career is observed in the attrittee between the start and finish of BCT. This again probably reflects his efforts to rationalize his decision to leave. It is of interest to note, however, that a significant difference is also evident between the fall semester persister and attrittee on this item. Thus, the individual who later attrites in fall is already, in August, more negative in his perception of an Air Force career. Increased indoctrination during both BCT and the 4th class year on the desirability of an Air Force career may therefore be appropriate.

Perceived desirability of the Academic program at the Academy differentiates persister and attrittee across all measurement occasions,

TABLE 2 ATTITUDE

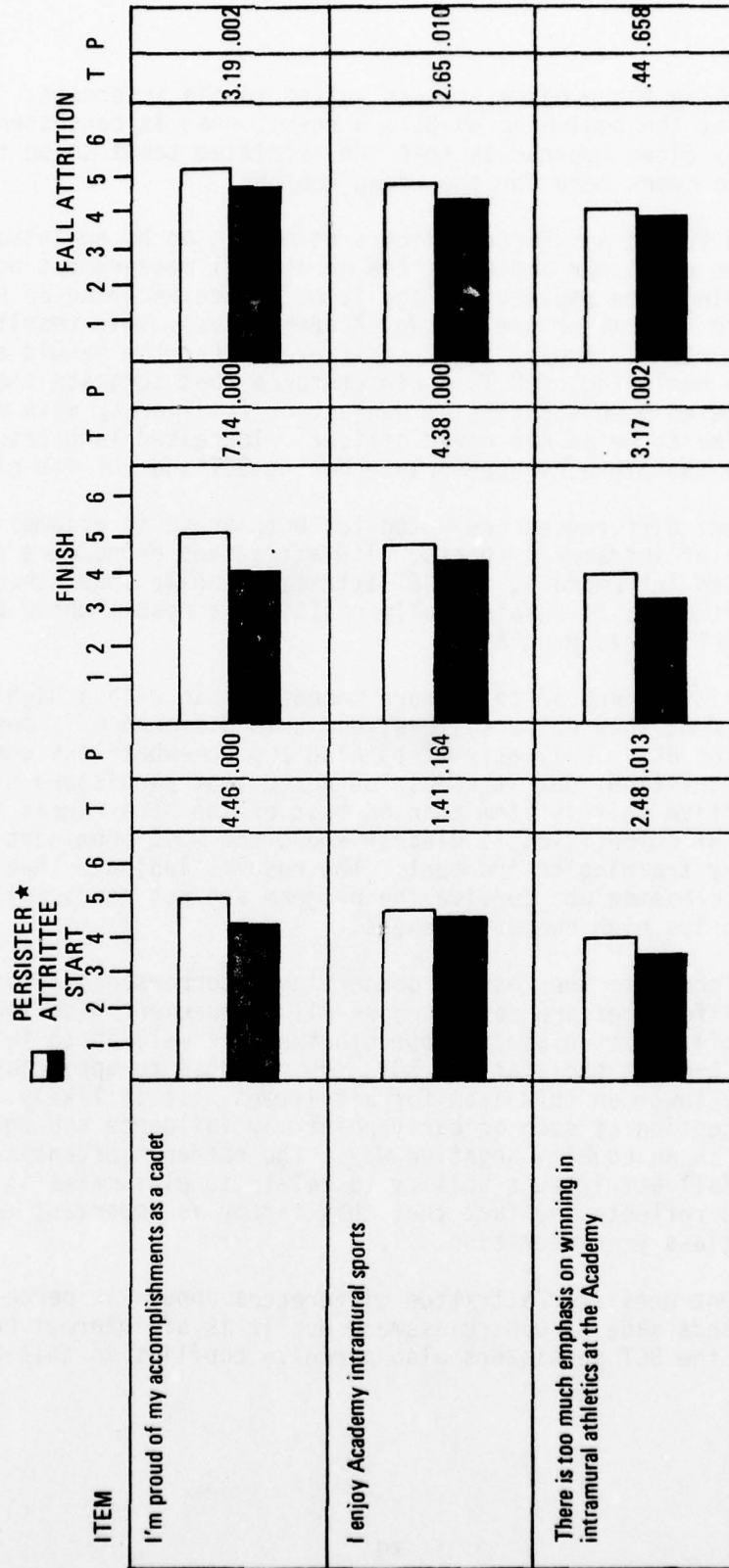
BCT ATTRITION





# BCT ATTRITION

TABLE 2 (CONT) ATTITUDE



★ Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative and 6 the most positive. A copy of the questionnaire is given in Appendix I.

the latter rating the program as less suited to his interests. This applies even at the beginning of BCT, a result that is consistent with the previously cited hypothesis that the attrittee tends to be the individual who comes here for the wrong reasons.

Attitude toward Air Force officers as models to be emulated also differentiates persister and attrittee across all measurement occasions, the latter being more negative on the item. Since becoming an Air Force officer should be a major goal of any Academy cadet, this result is obviously important. Again, it is of interest that the result applies even from the beginning of BCT, a circumstance that suggests the attitude is not based upon substantial contact or familiarity with what in fact it is like to be an Air Force officer. Increased indoctrination in this area may therefore be appropriate during BCT and the 4th class year.

Consistent differences are noted for both pride in accomplishments, and enjoyment of intramural sports, with attrittees being more negative. With respect to intramurals, the BCT attrittee, while lower than the persister, nevertheless is substantially positive, a result which reflects well on the BCT sports program.

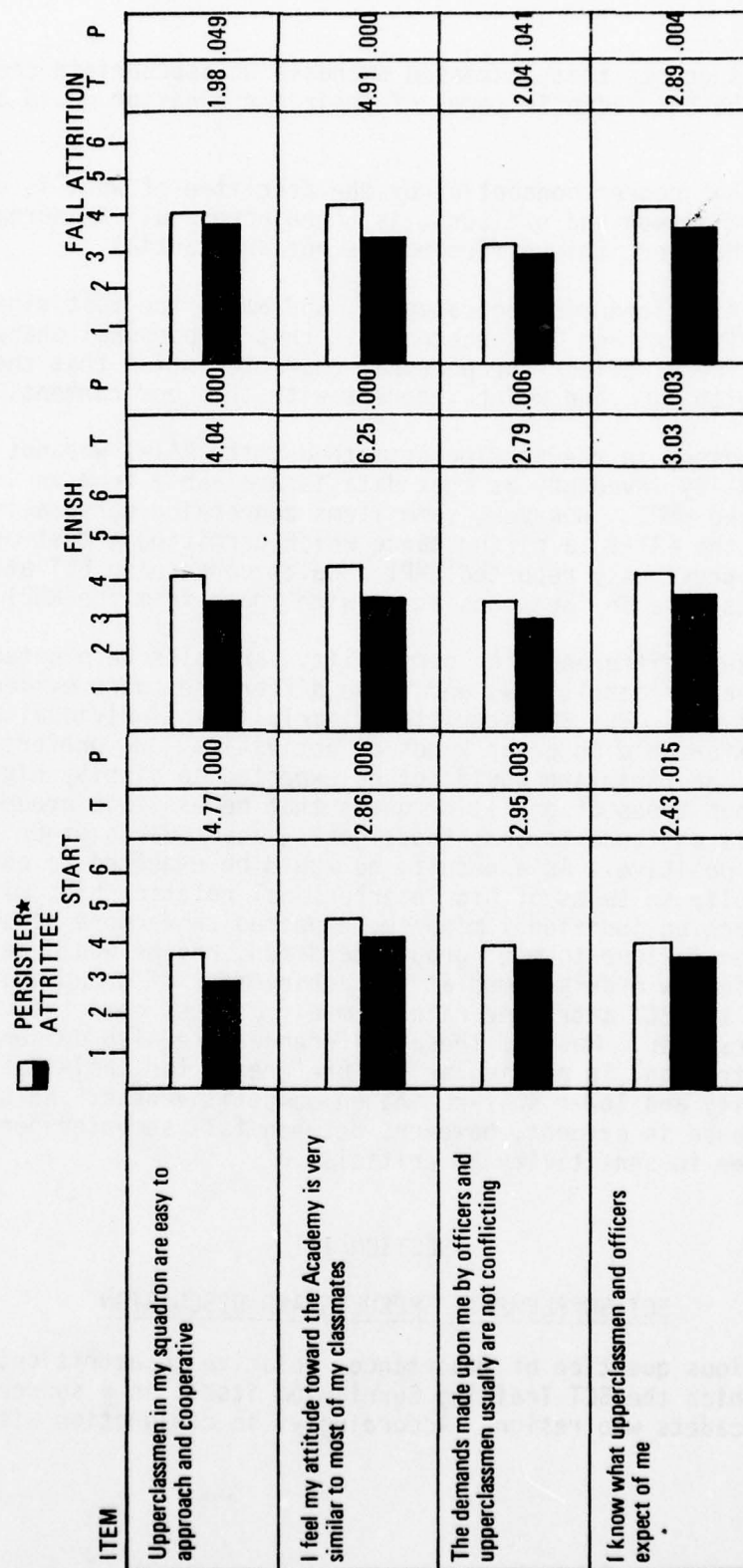
BCT attrittees appear to be more uncomfortable with a highly competitive environment than do persisters, and this difference is most evident at the start of BCT. Fall attrittees also are somewhat less comfortable with high competition, but it should be noted that persisters as well are less positive on this item than on most of the other areas addressed. A high level of competition is clearly among the most prominent features of the Academy training environment. The results indicate that even many of those 4th classmen who survive the program are not necessarily comfortable with its high competitiveness.

Table 3 presents the results concerning interpersonal relationships. Consistent differences are noted across all measurement occasions in both attrittees ability to relate to upperclassmen, as well as to fellow classmates. Even at the start of BCT, the response to upperclassmen is significantly lower on this item for attrittees. It is likely that this negative perception at such an early point may influence subsequent interactions in an equally negative way. The rather substantial difference in the fall attrittee's ability to relate to classmates is also of interest, and reflects the fact that this factor is important in both BCT and 4th class year attrition.

Consistent persister/attrittee differences appear in perceived conflict in demands made by upperclassmen, but it is of interest here that about 50% of the BCT persisters also perceive conflict in this area.

TABLE 3 INTERPERSONAL RELATIONSHIPS

BCT ATTRITION



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative and 6 the most positive. A copy of the questionnaire is given in Appendix I.

This result suggests that increased emphasis on appropriate coordination among the BCT cadre in terms of their own behavior would be appropriate.

A somewhat poorer conception by the attrittee of what is expected of him by upperclassmen and officers, is noted across all measurement occasions. However, this difference is not substantial.

The last differentiating category, and among the most significant as far as BCT attrition is concerned, is that of personal characteristics (Table 4). These reflect the personal characteristics that the individual brings with him, and which interact with this environment.

As discussed in the section on methods, the AAI-I was not designed as a personality inventory as that data is available from an independent test, the MMPI. However, some items concerning personality were included in the AAI-I, a circumstance which permitted a test of convergent validity of previously reported MMPI results concerning BCT attrition. AAI-I results were in fact consistent with those from the MMPI.

Consistent differences on personality variables were noted for BCT persisters versus attritees, and these differences were evident even at the start of BCT. The BCT attrittee clearly is an individual who does not feel comfortable in group kinds of activities. He prefers to work by himself. He therefore would not be expected to display high motivation for group types of goals, or goals that necessitate group activity. Nor would his attitude towards those goals, and towards other group members, be positive. As a result, he would be expected to encounter some difficulty in terms of his interpersonal relationships with group members. Such an individual might be expected to be more sensitive to criticism for failure to meet group standards, and he would be less willing to follow orders aimed at the achievement of group goals. Significantly, the BCT attrittee rates himself as less competitive than does the persister. Most of these differences are also evident in fall semester attrition, in particular the preference for individual over group activity and lower self-rating on competitiveness. No significant difference is evident, however, between fall semester persister and attrittee in sensitivity to criticism.

### SECTION III

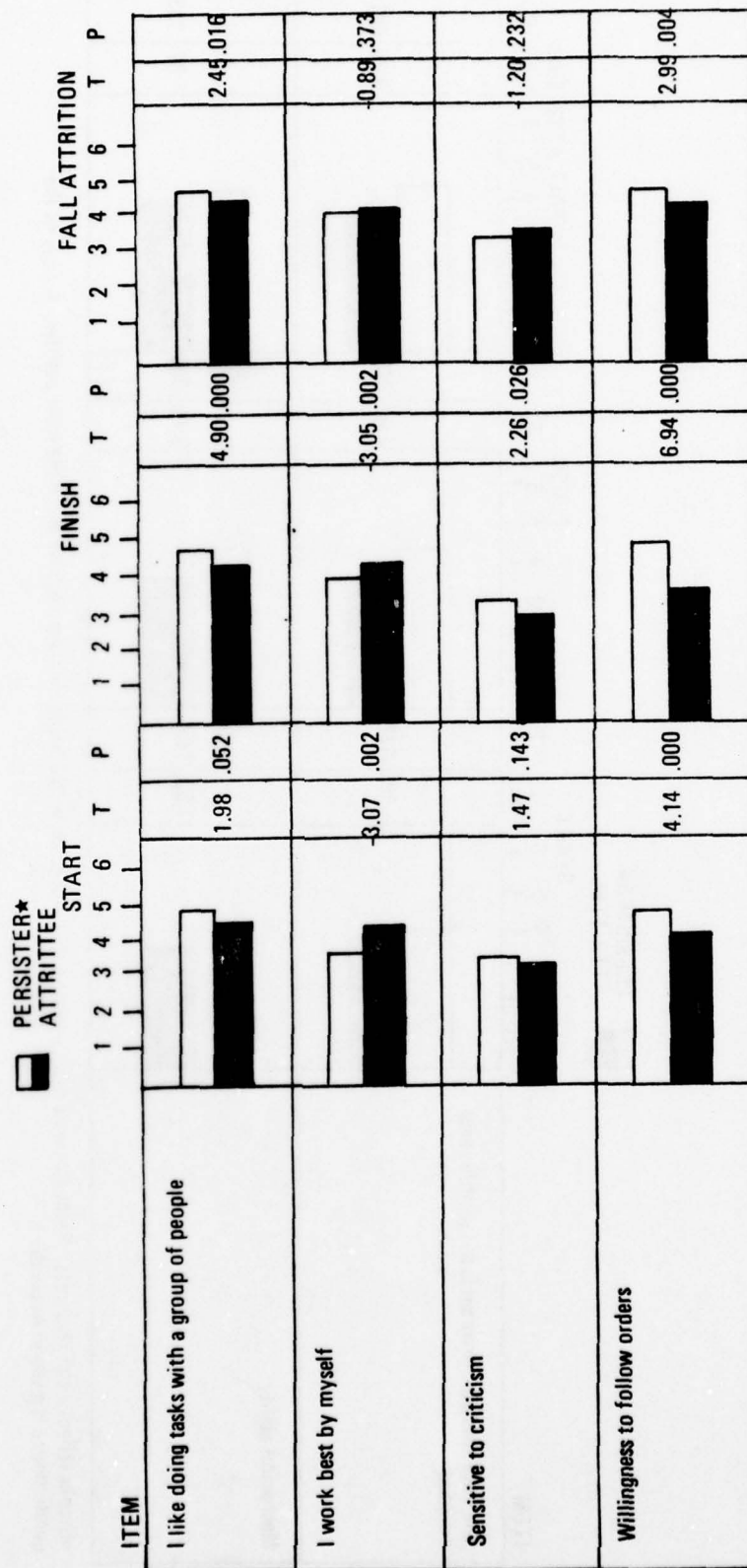
#### BCT SUPPLEMENT: RESULTS AND DISCUSSION

An obvious question of importance, relative to attrition, is the extent to which the BCT Training Curriculum itself is a source of demotivation to cadets who resign. Accordingly, in conjunction with the



TABLE 4 PERSONAL CHARACTERISTICS

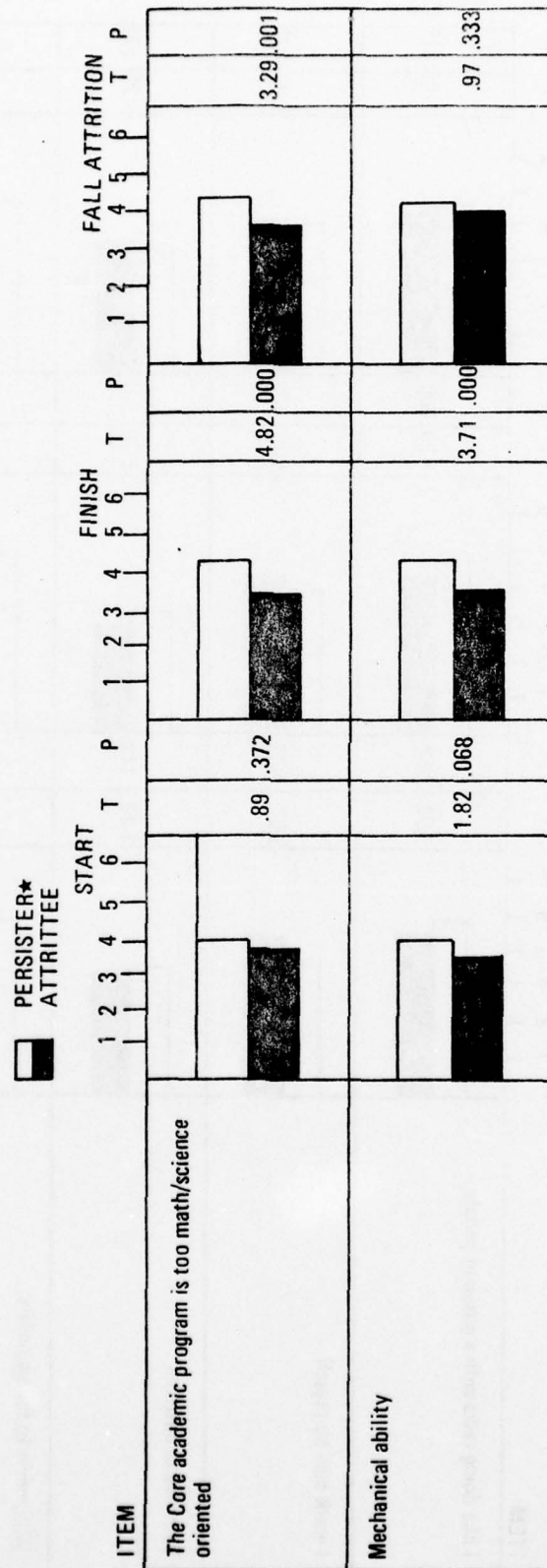
BCT ATTRITION



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative and 6 the most positive. A copy of the questionnaire is given in Appendix I.

TABLE 4 PERSONAL CHARACTERISTICS (CONT)

BCT ATTRITION



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative and 6 the most positive. A copy of the questionnaire is given in Appendix I.

TABLE 5

MULTIPLE REGRESSION RESULTS OF 150 ITEM AAI-I AGAINST  
ATTRITION DURING BCT BASED ON PRE BCT ADMINISTRATION

Multiple R	0.33594			
R Square	0.11285			
Standard Error	0.18026			
Analysis of Variance	DF	Sum of Squares	Mean Square	F
Regression	38.	5.57191	0.14663	4.51262*
Residual	1348.	43.80077	0.03249	
*P < .05				

TABLE 6

MULTIPLE REGRESSION RESULTS OF 150 ITEM AAI-I AGAINST  
BCT ATTRITION BASED ON POST BCT ADMINISTRATION

Multiple R	0.41029			
R Square	0.16834			
Standard Error	0.24535			
Analysis of Variance	DF	Sum of Squares	Mean Square	F
Regression	40.	11.27070	0.28177	4.68083*
Residual	925.	55.68139	0.06020	
*P < .05				

administration of the AAI-I, BCT attrittees were asked to rate the motivational effect of each of the major BCT activities they experienced and their ratings were compared with those of persisters taken at the end of BCT. The results are given in Tables 7, 8, and 9. Table 7 presents those activities which were rated as motivational by both persisters and attrittees. They are arranged in order of magnitude based on the motivational rating given by persisters. Most of these are activities one would well expect to be motivational, such as the T-37 ride. The results confirm the Academy's expectations. It is notable that both persisters and attrittees rated highly those activities that involved a break in the rigorous training routine--the Chaplain's picnic, and Doolie Dining Out. Both occurred in the middle of the six week training period. It is recommended, therefore, that the scheduling of the latter events remain at the same point in time during future BCT programs. Given that all of the activities appearing in Table 7 were rated as motivating, even by attrittees, it is further recommended that none be deleted, if possible, from future BCT curricula.

Table 8 presents activities receiving differential ratings by persisters and attrittees, motivational by the former, demotivational by the latter. They are arranged by order of magnitude according to the size of the rating difference. In terms of the profile of the attrittee presented earlier, it is of interest that many of these activities are associated with indoctrination in group goals, such as decorum lecture, ethics lecture, and honor lecture, goals which the attrittee rejects. Similarly, he is not motivated in such group competition as drill and parade. Even more individualized competitive efforts, such as the Pugil Stick contest and Field Day are perceived as less motivational by the attrittee. The fact that the attrittee considers even Swearing-In, an event that occurs on the 1st day of BCT, to be demotivational is consistent with the hypothesis cited earlier that the attrittee arrives insufficiently motivated by the goals this institution has to offer him.

The nature of the events receiving low motivational ratings is consistent with the results presented earlier concerning personal characteristics - that the BCT attrittee tends to be a loner, less comfortable with the highly competitive, group-oriented Academy environment, than the persister.

The results do not indicate that substantial modification in the BCT curricular is appropriate. All of the activities addressed in Tables 7 and 8 received overwhelmingly positive ratings by the BCT persisters who constitute 99% of the basic cadets starting BCT. Since the



TABLE 7

## BCT ACTIVITIES MOTIVATING TO BOTH PERSISTERS AND ATTRITTEES

---

	MEAN RATINGS	
	Persisters	Attrittees
Chaplain's Picnic	5.9	5.2
Doolie Dining Out	5.8	5.0
T-37 Stardust Briefing and Ride	5.8	4.9
Coke Break	5.8	4.9
Leadership Reaction Course	5.6	4.9
Helicopter Ride	5.6	4.9
Confidence Course	5.7	4.8
Chapel Services	5.6	4.9
Airshow	5.6	4.7
Basic Cadet Time	5.6	4.5
Weapons Range	5.6	4.5
Evening Movies	5.6	4.5
T-43 Navigation Ride	5.6	4.4
Sports Activities	5.5	4.7
Heritage	5.5	4.6
Planetarium Visit	5.5	4.4
Land Navigation	5.4	4.3
Unarmed Combat Training	5.3	4.3
Small Element Leadership	5.2	4.1
Tactical Decision Training	5.2	4.1
Athletic Briefing	5.1	4.2
Map Reading	5.0	4.1
Log Race	4.9	4.0
Obstacle Course	4.8	4.0
Valley Sweepstakes	4.8	4.0
Parasail	4.7	4.8

TABLE 8

DIFFERENTIALLY MOTIVATING ACTIVITIES,  
MORE TO PERSISTERS, LESS TO ATTRITTEES

	MEAN RATINGS	
	Persisters	Attrittees
Swearing In	5.4	3.8
Mean Mother Competition	5.1	3.7
Orientation Briefing	4.9	3.5
Basic Cadet Introduction	4.6	3.3
Cadet Personal Services Briefing	5.0	3.7
Army Display	5.2	3.9
Armed Combat Training	4.2	3.0
Commander's Time	5.1	3.9
Decorum Lecture	4.4	3.2
Regulations/Security Lecture	4.5	3.4
Ethics Lecture	4.7	3.6
Drill Competition	4.6	3.5
Honor Lecture	5.0	3.9
Jack's Valley Roadmarch	4.3	3.2
Communications Training	4.5	3.4
Parade	4.5	3.5
Care and Cleaning	4.4	3.4
Field Day Practice	4.8	3.8
Weight Check	4.1	3.2
Psychological Testing	4.1	3.2
Finance Briefing	4.8	3.9
Safety Lecture	4.5	3.7
Jack's Valley Set Up/Teardown	4.3	3.5
Swim Test	4.5	3.8

TABLE 9  
ACTIVITIES DEMOTIVATING TO BOTH PERSISTERS AND ATTRITTEES

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	MEAN RATINGS	
	Persisters	Attrittees
Drill Practice	3.9 / 2.9	
Knowledge Testing	3.7 / 2.8	
In Ranks Inspection	3.6 / 2.4	
In Processing	3.6 / 2.7	
Squadron Detail	3.5 / 2.9	
Saturday Morning Inspection	3.5 / 2.5	

negative reaction to certain aspects of the BCT training environment by the attrittee appears to be largely a function of individual characteristics, there is little the Academy can do with respect to BCT attrition other than to attempt to select out such individuals from the candidate pool before appointment. The results of the present effort suggest that it would be fruitful to explore this possibility, since differential persister/attritee responses were evident from even the beginning of BCT, and these differences were consistent with the subsequent perception of the BCT training curricular by resignees. Research by the Registrar's Office (Short et al, 1976) using the Strong Vocational Interest Blank on newly arrived cadets, also suggests such candidate pre-selection should be further studied.

Table 9 presents activities that received demotivational ratings by both persisters and attritees. They fall in the category of traditional military training (drill, inspection, etc.). As might be expected, to the extent such events are perceived as demotivational by persisters, they are seen as even more so by attritees. It is significant, however, that so few such negatively perceived activities were obtained, a result which reflects favorably on the content of the BCT curriculum.

Given the highly traditional nature of these latter basic training activities, however, it should be cause for some concern that even BCT persisters, who were so overwhelmingly positive in their assessment of the vast majority of training events, were so much less so here. These results suggest that attention by BCT cadre to the potentially negative impact of this training is necessary. An effort by cadre, particularly squadron commanders, to provide increased orientation to basic cadets on the reasons behind these types of training events, their tradition, and their importance to the cadet squadron as a group, would be appropriate.

#### SECTION IV

##### FOURTH CLASS YEAR ATTRITION

##### DEVELOPMENT AND ADMINISTRATION OF THE ATTRITIONAL ASSESSMENT INSTRUMENT, VERSION II (AAI-II)

For the purpose of assessment during the 4th class year, a revision to the 150 item questionnaire was accomplished. From the original item pool generated by the previously cited sources items pertaining specifically to the 4th class year were substituted for items relating specifically to BCT. Personality items were also deleted. The revised questionnaire (AAI-II), which appears in Appendix III, was then administered to cadets of the Class of 1980 who resigned for other



than honor violations (N=181) during the 4th class year, and to the entire Fourth Class (N=1271) in May 1977. Academic, conduct, and medical eliminees were not included.

#### AAI-II: RESULTS

The most discriminating items between 4th class year persisters and attrittees were observed to fall in twelve categories. These categories and their associated items, are presented in Tables 10 to 21. (the reader is cautioned that the multiple comparisons appearing in Tables 10 to 21 have not been corrected for inflation in alpha level). For convenience of discussion, they have been labeled as follows:

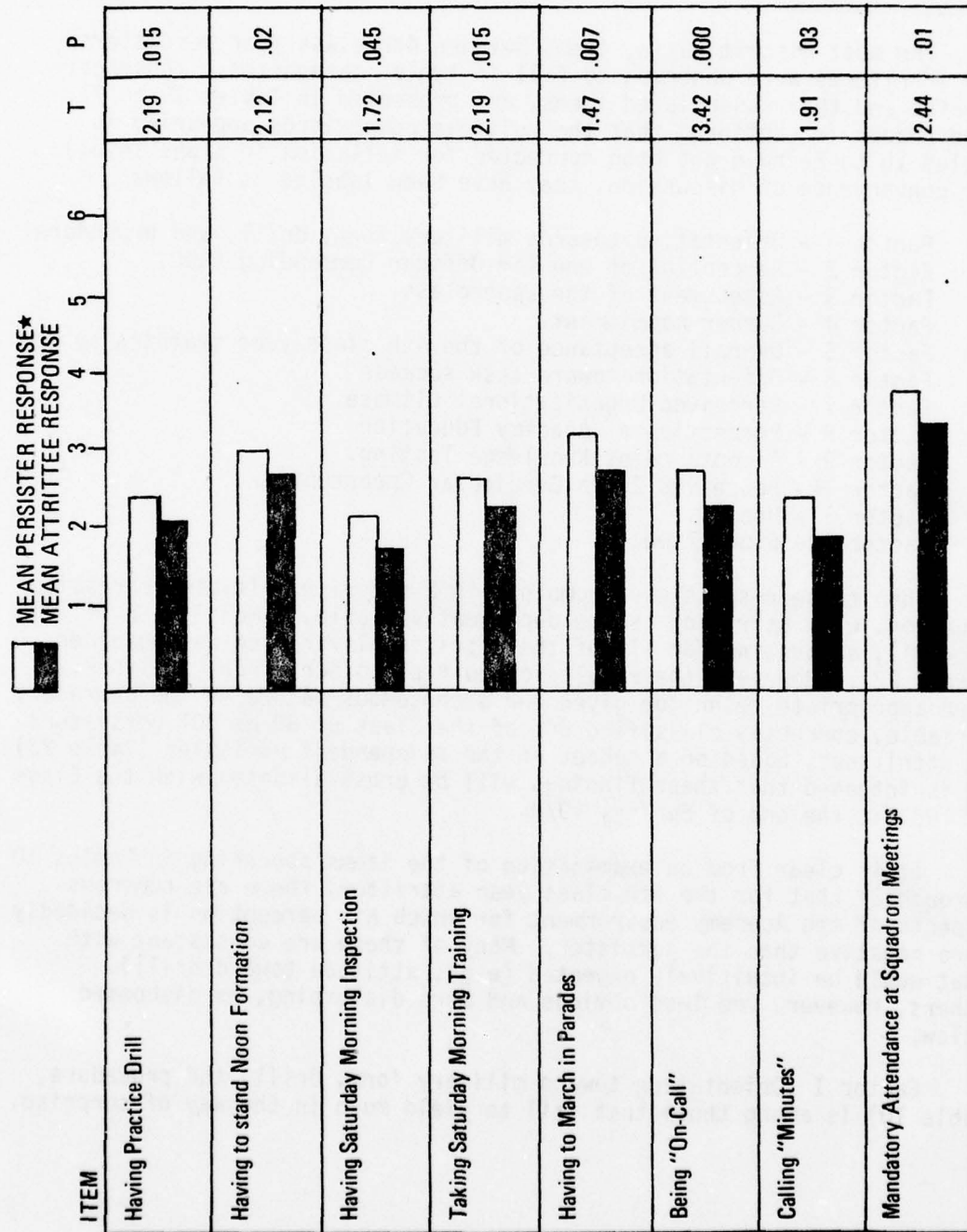
- Factor 1 - Orientation towards military form, drill, and procedure.
- Factor 2 - Perception of the Air Officer Commanding (AOC).
- Factor 3 - Assessment of the Upperclass.
- Factor 4 - Career commitment.
- Factor 5 - Overall acceptance of the 4th class year training system.
- Factor 6 - Orientation toward task success
- Factor 7 - Perceived Organizational Climate
- Factor 8 - Perception of Academy Education
- Factor 9 - Acceptance of Knowledge Testing.
- Factor 10- Perceived Extra Curricular Opportunity.
- Factor 11- Honor.
- Factor 12- Study Time.

When these results were combined in a stepwise multiple regression equation, with attrition as the dependent variable, a multiple R of .41 ( $p < .01$ ), accounting for 17% of the attritional variance was obtained (Table 22). However, the results of multiple discriminant analysis, a more appropriate technique given the dichotomous nature of the dependent variable, correctly classified 84% of the Class of 80 as BCT persisters or attrittees, based on a subset of the independent variables (Table 23). It is intended that these findings will be crossvalidated with the Class of 1981 at the end of Spring, 1978.

It is clear from an examination of the items appearing in Tables 10 through 21 that for the 4th class year attrittee, there are numerous aspects of the Academy environment for which his perception is decidedly more negative than the persister. Many of these are consistent with what would be intuitively expected (e.g., attitude toward drill). Others, however, are less obvious and more disturbing, as discussed below.

Factor I (Orientation toward military form, drill, and procedure, Table 10) is among those that fail to yield much in the way of surprise.

TABLE 10 ORIENTATION TOWARD MILITARY FORM, DRILL, AND PROCEDURE



★Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

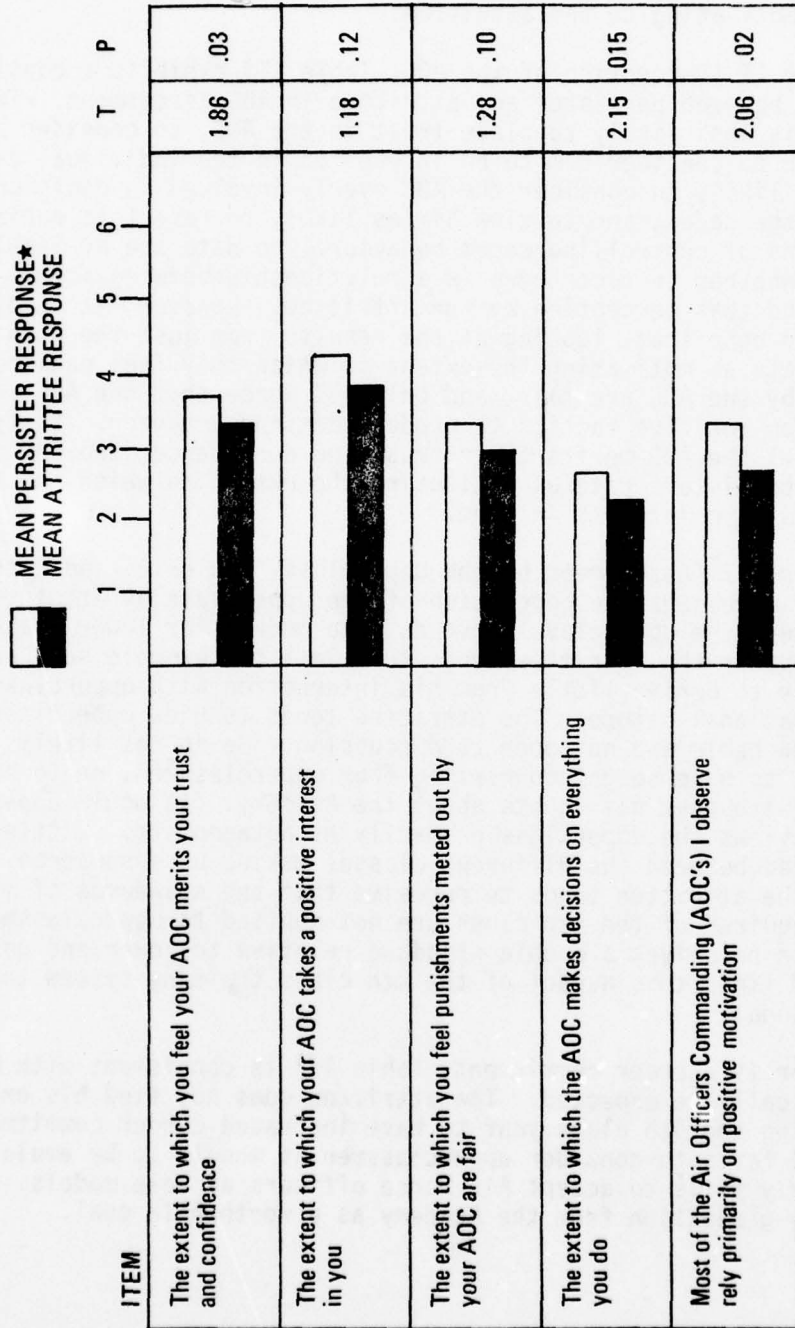
The attrittee is significantly less likely than the persister to consider drill, parades, Saturday morning inspections, etc., to be motivating. Even attendance at squadron meetings is more likely to be considered demotivating to the attrittee.

Factor II (Perception of the AOC, Table 11) exhibits a consistent difference between persister and attrittee in AOC assessment. The attrittee is less likely to place trust in the AOC, to consider him to be fair, or to consider him to be interested in the individual cadet. He is more likely to consider the AOC overly involved in decisions effecting the cadet, and to view him as likely to resort to punishment as the means of controlling cadet behavior. No data are available to establish whether in fact there is a relationship between actual AOC behavior and this perception by the attrittee. However, it is of interest to note that, looking at the results from just the persisters, only 48% rate as motivating the extent to which they feel punishments meted out by the AOC are fair, and only 48% agree that the AOC relies primarily on positive tactics to produce desired behavior. Sixty-two percent feel the AOC merits their trust and confidence, and 64% of the 4th class persisters rate as motivating the extent to which the AOC takes a positive interest in them.

Factor III (Assessment of the Upperclass, Table 12) indicates a strikingly more negative perception of the upperclass by attritees. To the extent the upperclass serve as role models for lower classmen, it would appear the attrittee tends to reject the example set, and is more likely to derive little from his interaction with upperclassmen of a motivational nature. The attrittee tends to view upperclassmen as unapproachable and not open to discussion. He is not likely, therefore, to have sought counseling from upperclassmen, or to have discussed with them his doubts about the Academy. It would appear the attrittee views the upperclass primarily as antagonists. Little unity is perceived between the different classes making up a squadron. Further, the attrittee tends to perceive that the standards of military conduct required of the 4th class are not applied to upperclassmen. That is, he perceives a double standard relative to lower and upper-class, and finds this aspect of the 4th class training system to be demotivational.

Factor IV (Career commitment, Table 13) is consistent with what might logically be expected. The attrittee does not find his experiences during the 4th class year to have increased career commitment. Just as he fails to consider upperclassmen as models to be emulated, he similarly fails to accept Air Force officers as role models. Hence he rejects graduation from the Academy as a worthwhile goal.

TABLE 11 PERCEPTION OF AOC



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.



TABLE 12 ASSESSMENT OF UPPERCLASS

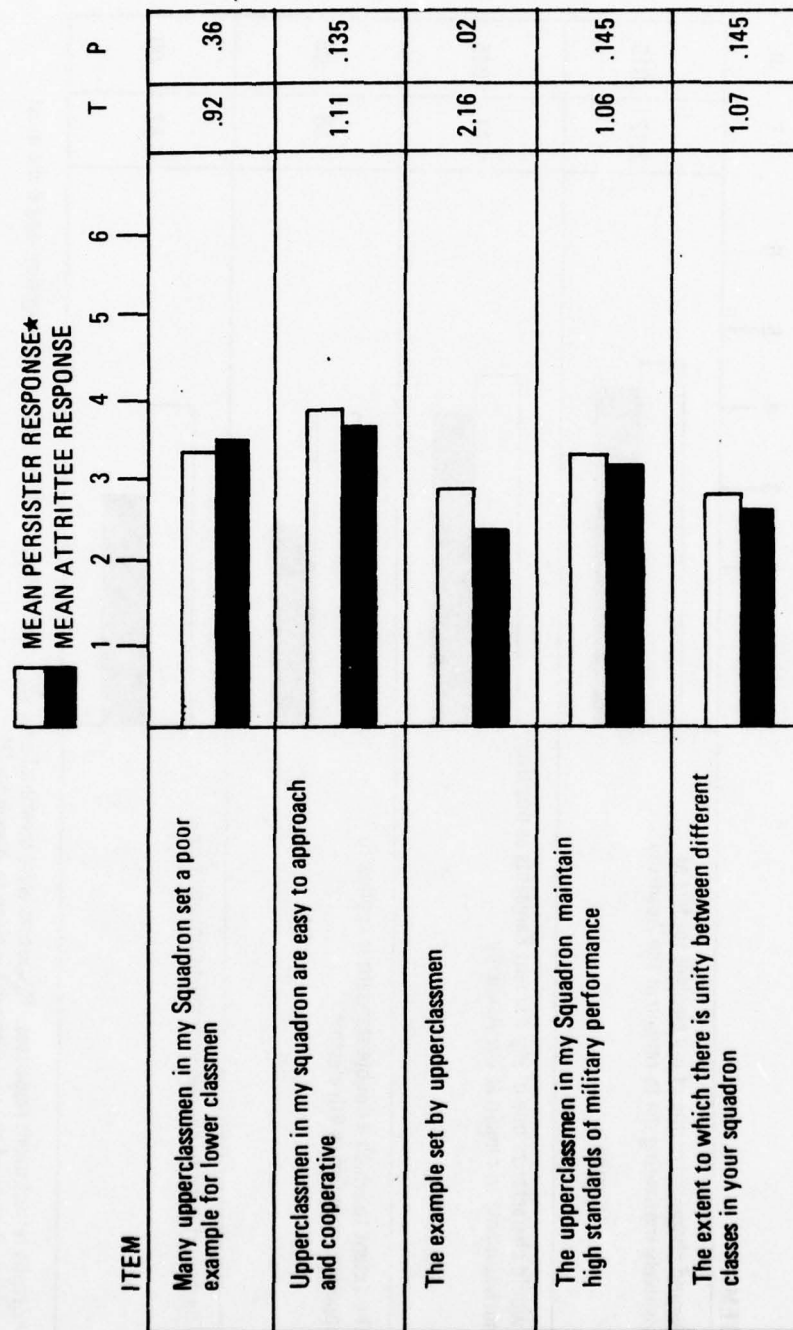
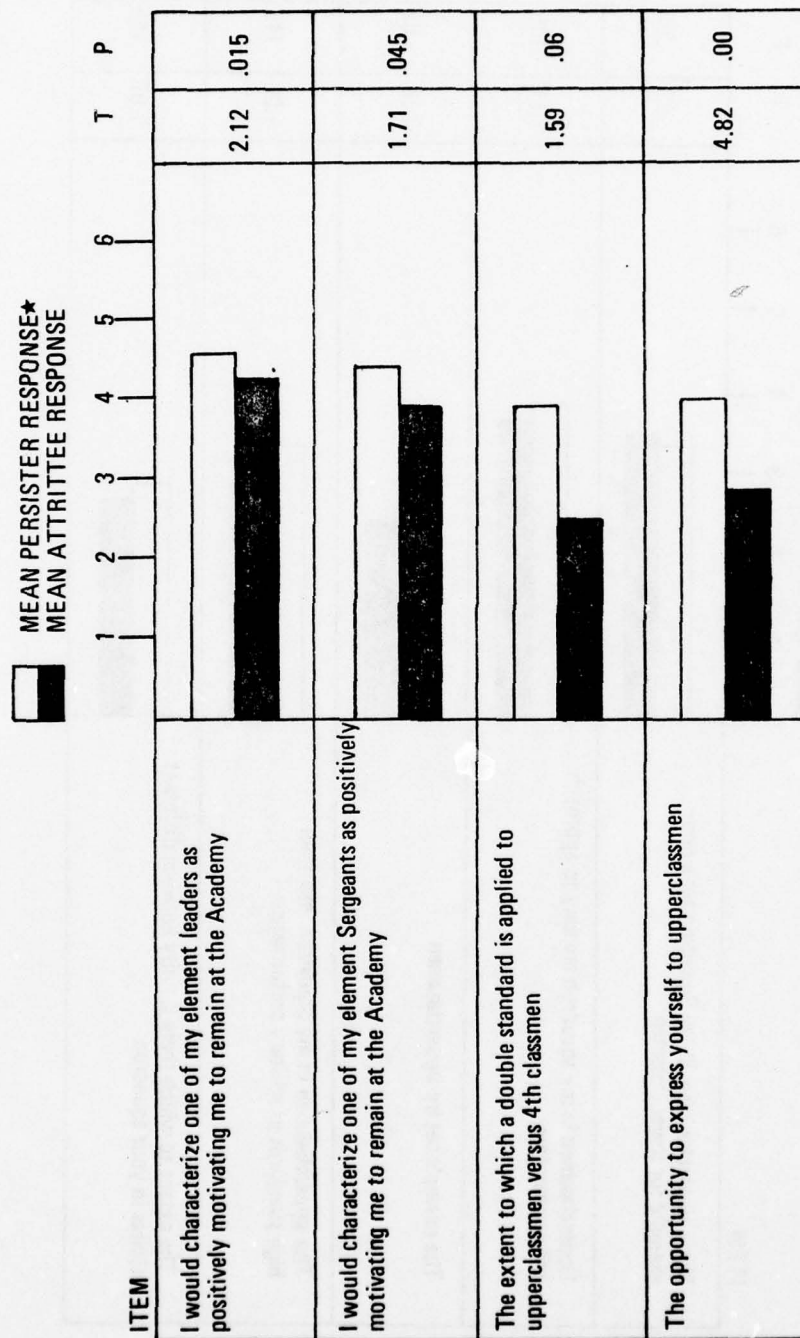
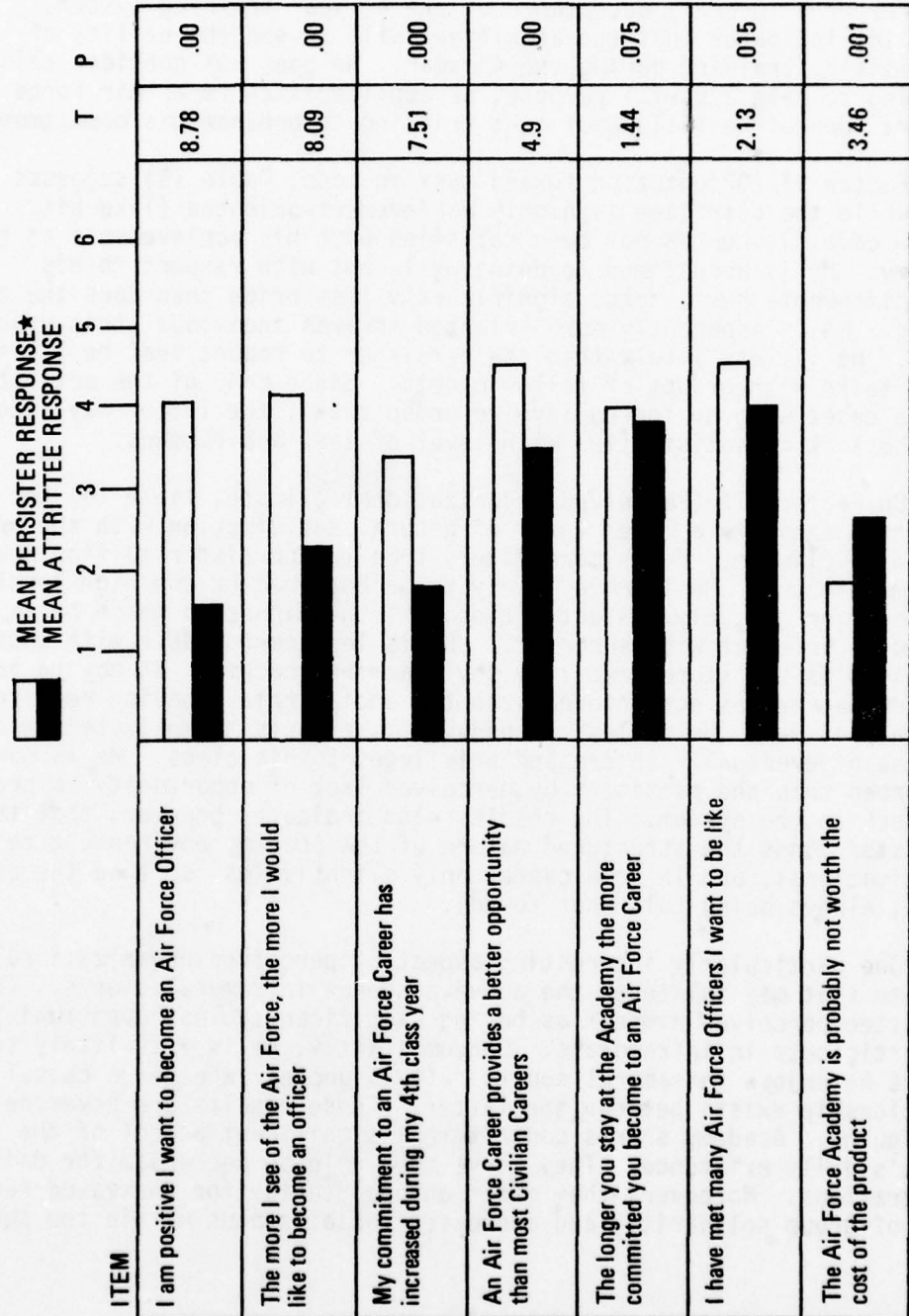


TABLE 12 (CONT)



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

TABLE 13 CAREER COMMITMENT



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

Factor V (Overall acceptance of the 4<sup>o</sup> year training system, Table 14) indicates that the attrittee fails to see the utility of the military training during the 4<sup>o</sup> year. He does not consider this training to have a useful purpose, or applicability to an Air Force career. Hence the failure of that training to enhance his commitment.

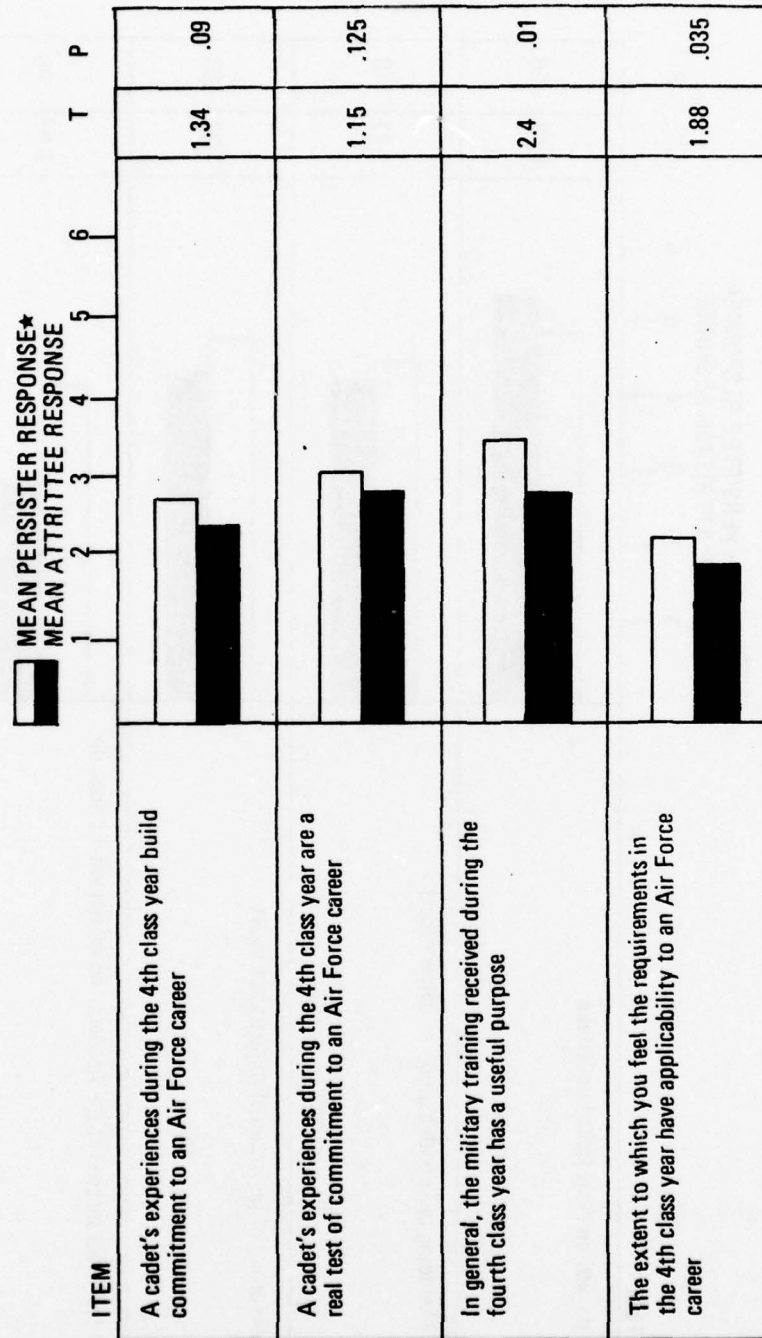
Factor VI (Orientation toward task success, Table 15) suggests that while the attrittee is highly achievement-oriented (like his fellow cadets), he has not been satisfied with his achievements at the Academy. He is accustomed to doing well, but with respect to his accomplishments here, takes significantly less pride than does the persister. He is apparently more oriented towards individual than group tasks. He is less likely than the persister to report that he likes doing tasks with groups of fellow cadets. Since many of the activities in the cadet wing do indeed involve group tasks, the latter may account for the lack of satisfaction with level of task achievement.

On Factor VII (Perceived organizational climate, Table 16) the attrittee exhibits a lower level of general satisfaction with the organizational climate. He is more likely than the persister to find Academy life monotonous. He is more likely to be bothered by the high level of control over not only his activities, but the manner in which he is required to interact with superiors. He is less comfortable with what he perceives as the structured life style at the Academy. It may be inferred that he has not internalized the social role behavior required of 4th classmen. He is less responsive to efforts to motivate him by the promise of eventually increased privileges to his class. He is more disturbed than the persister by perceived lack of opportunity to provide feedback to the system. The results also indicate, however, that the persister finds the structured nature of the Academy environment to be demotivational, and in some cases, only slightly less so than the attrittee (e.g., always being told what to do).

One particularly interesting aspect of perceived organizational climate that may relate to the above concerns intramural sports. The attrittee perceives himself as having significantly less opportunity to participate in intramurals. Concomitantly, he is less likely to report he enjoys intramural sports. It is unclear whether a causal relationship exists between the latter. These results are nevertheless intriguing. Academy sports constitute a significant aspect of the cadet's daily existence. They serve as a release mechanism for daily frustrations. Moreover, they offer an opportunity for increased feelings of group solidarity, and increased social status within the squadron.

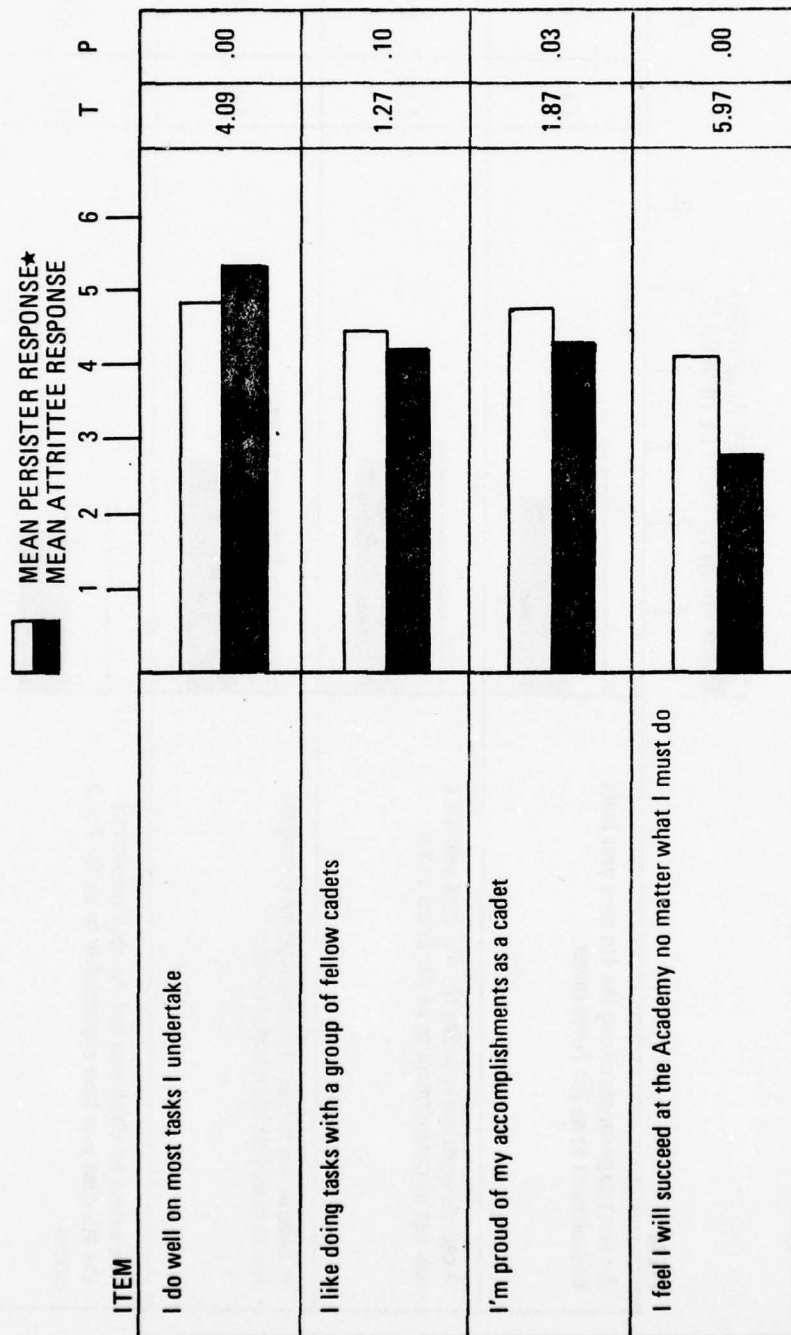


TABLE 14 OVERALL ACCEPTANCE OF 4TH CLASS TRAINING SYSTEM



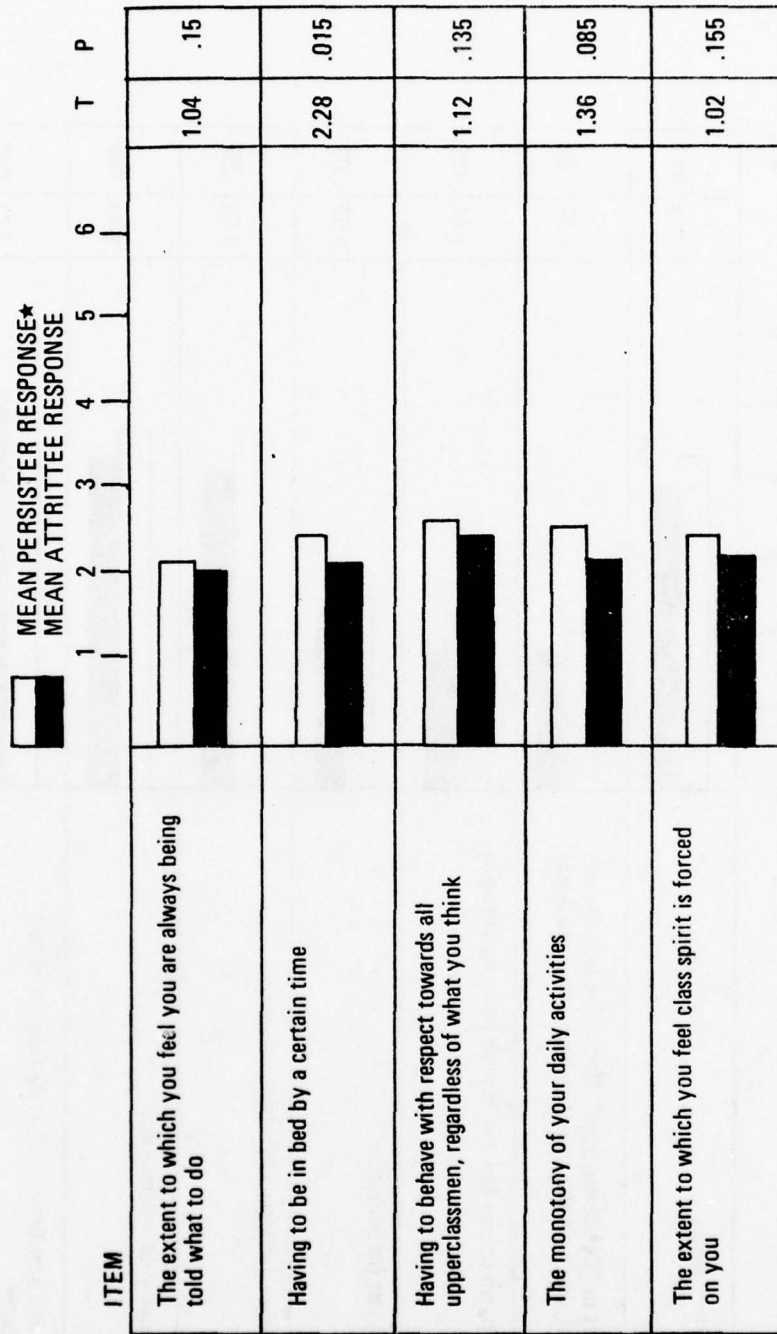
★Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

TABLE 15 ORIENTATION TOWARD TASK SUCCESS



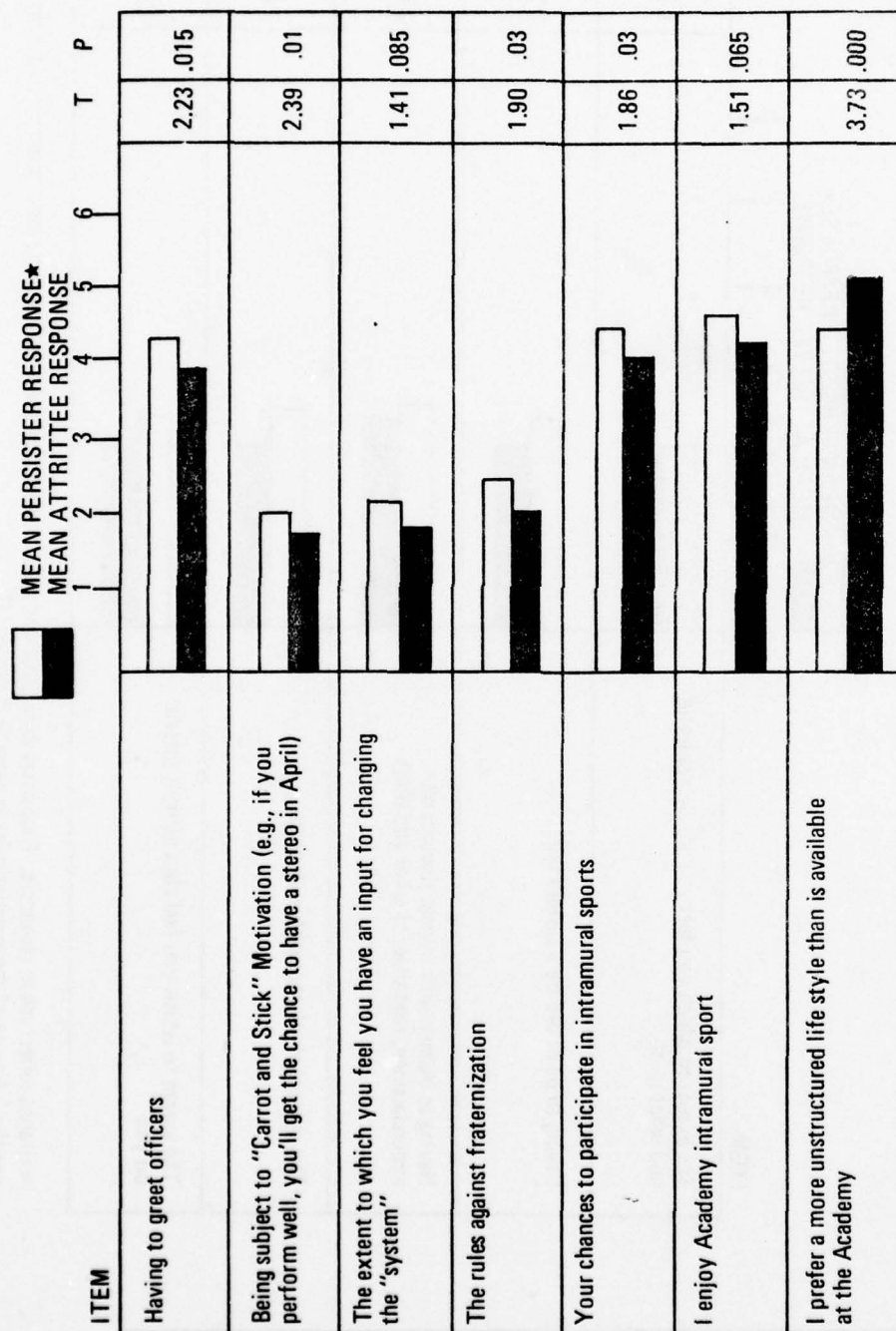
★Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

TABLE 16 PERCEIVED ORGANIZATIONAL CLIMATE



★ Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

TABLE 16 (CONT)



★Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.



Although Academy regulations require all cadets to be given a chance to play intramurals, it is nevertheless the case that because of the pressure to win, cadets not skilled in a given sport often play only the minimum amount of time required. To the extent that attrittees experience less opportunity for athletic participation, it is likely this circumstance has an effect on their overall perception of the cadet wing training program. Earlier it was noted the attrittee is less likely to enjoy group activities. Since most Academy intramural sports involve teams, it is likely that the attrittees attitude toward intramurals is affected by his more individualistic orientation.

Factor VIII (Perception of Academy education, Table 17) indicates a decidedly less positive assessment of Academy educational opportunity by the attrittee. The attrittee reports significantly less satisfaction with the quality of education at the Academy. Further, he is more dissatisfied with his opportunity to pursue an academic curriculum of interest. He is less likely to feel that he is fulfilling his own potential within the Academy environment. It should be noted that these results were obtained from nonacademic attrittees.

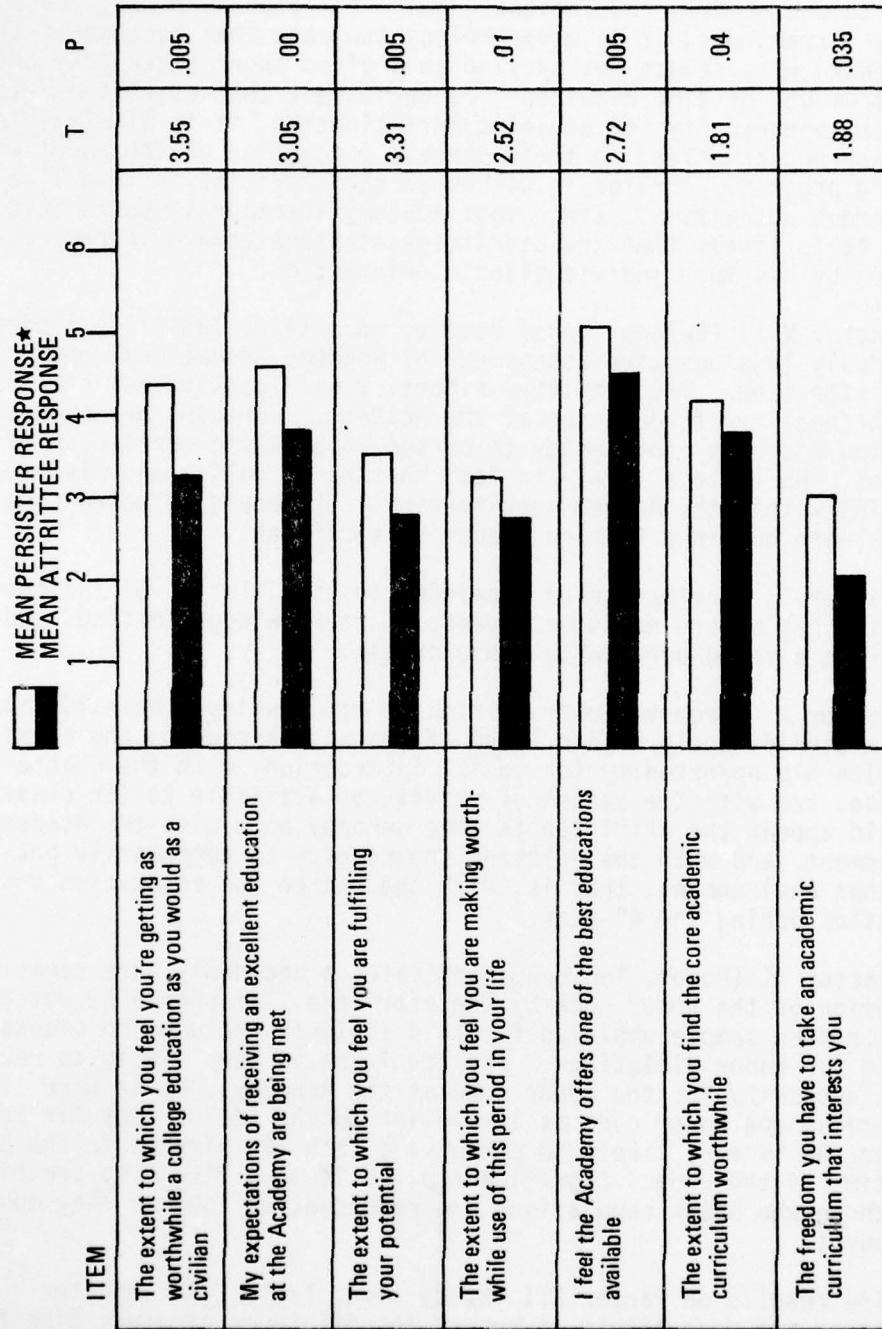
Factor IX (Acceptance of knowledge testing, Table 18) indicates the attrittee has a more negative impression of knowledge testing, and fails to ascribe a valid purpose to the exercise.

Factor X (Perceived extracurricular opportunity, Table 19) indicates a significantly higher level of dissatisfaction on the attrittee's part with his opportunity for social interaction, with the chance to get off base, and with the system of privileges available to 4th classmen. It would appear the attrittee is more unhappy both with the Academy environment, and with the existing opportunity to temporarily get away from that environment, that is, with the chance for relaxation and recreation during the 4<sup>o</sup> year.

Factor XI (Honor, Table 20) indicates a decidedly more negative perception of the honor code by the attrittee. It should be noted that the attrittee sample employed for this analysis included no cadets resigning for honor violations. The attrittee is less likely to recognize a necessity for the honor code at the Academy. He is more likely to perceive the honor code as irrelevant to the active duty Air Force. Further, he is more likely to perceive a lack of fairness in the administration of the code. Significantly, he is more likely to perceive that those who break regulations are rewarded, as long as they don't get caught.

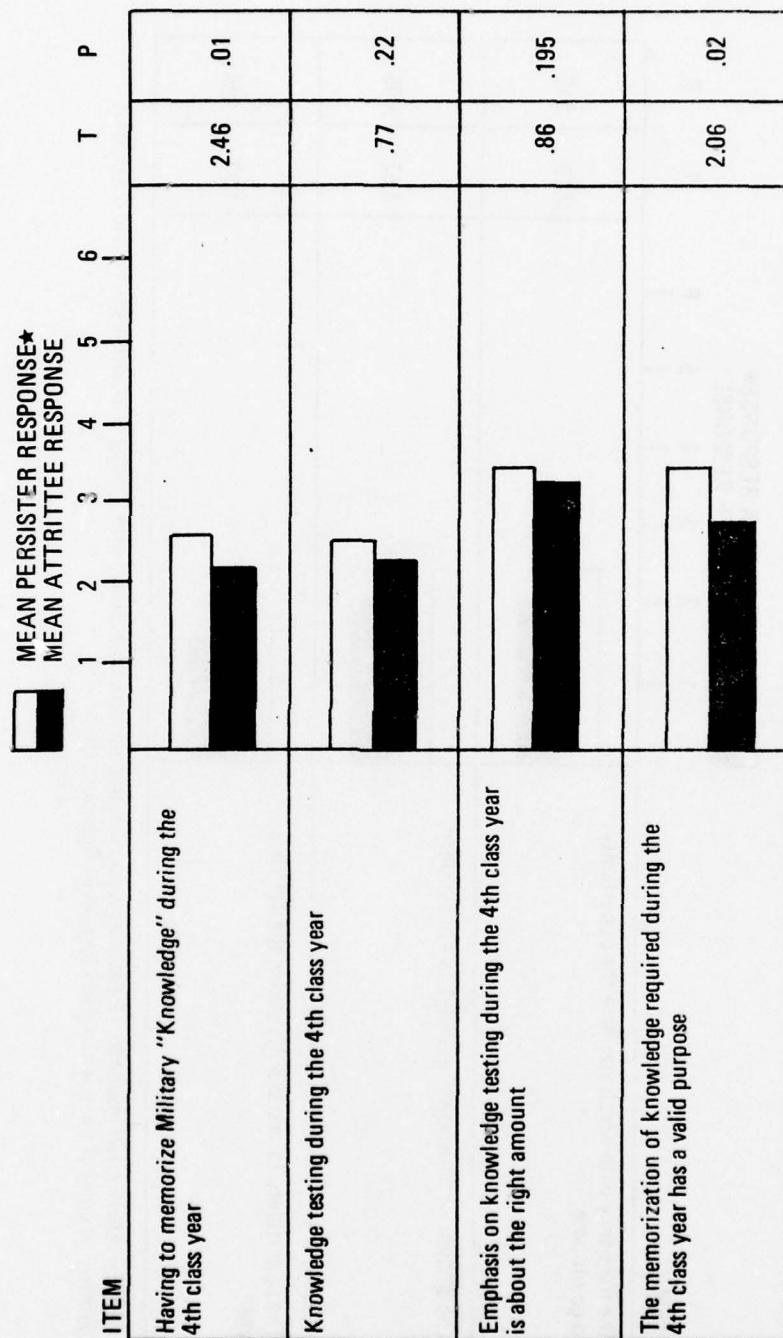
The results on Factor XII (Study time, Table 21) indicates attrittees are more likely to report insufficiency of study time for

TABLE 17 PERCEPTION OF ACADEMY EDUCATION



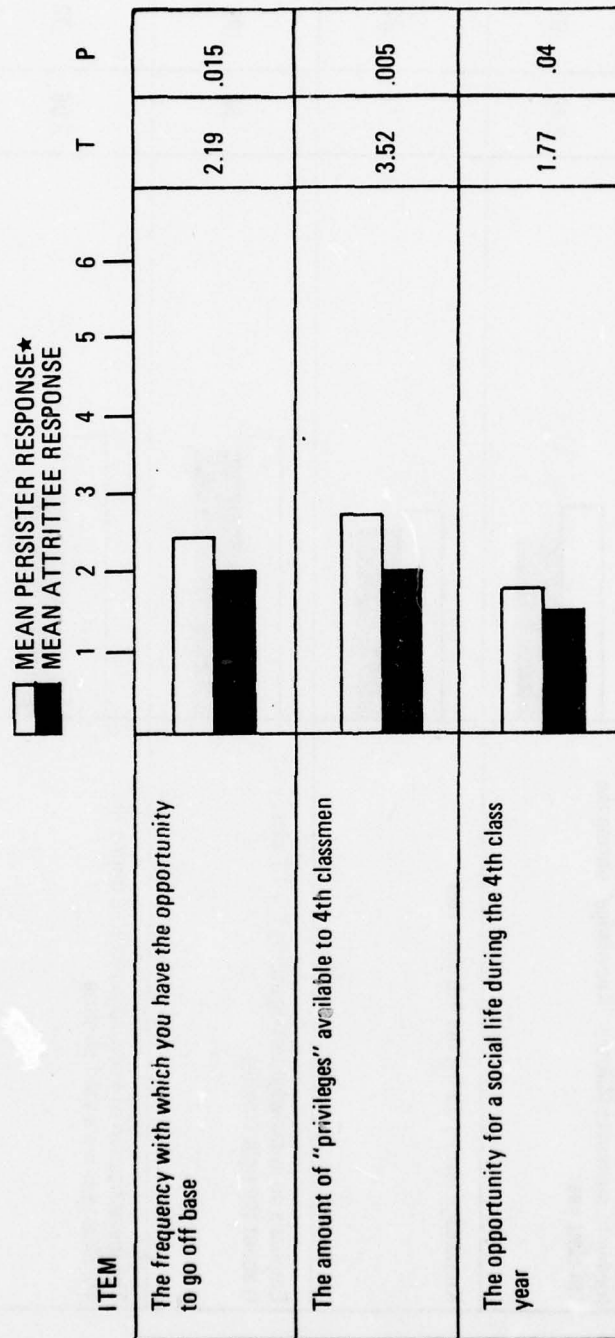
\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

TABLE 18 ACCEPTANCE OF KNOWLEDGE TESTING



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

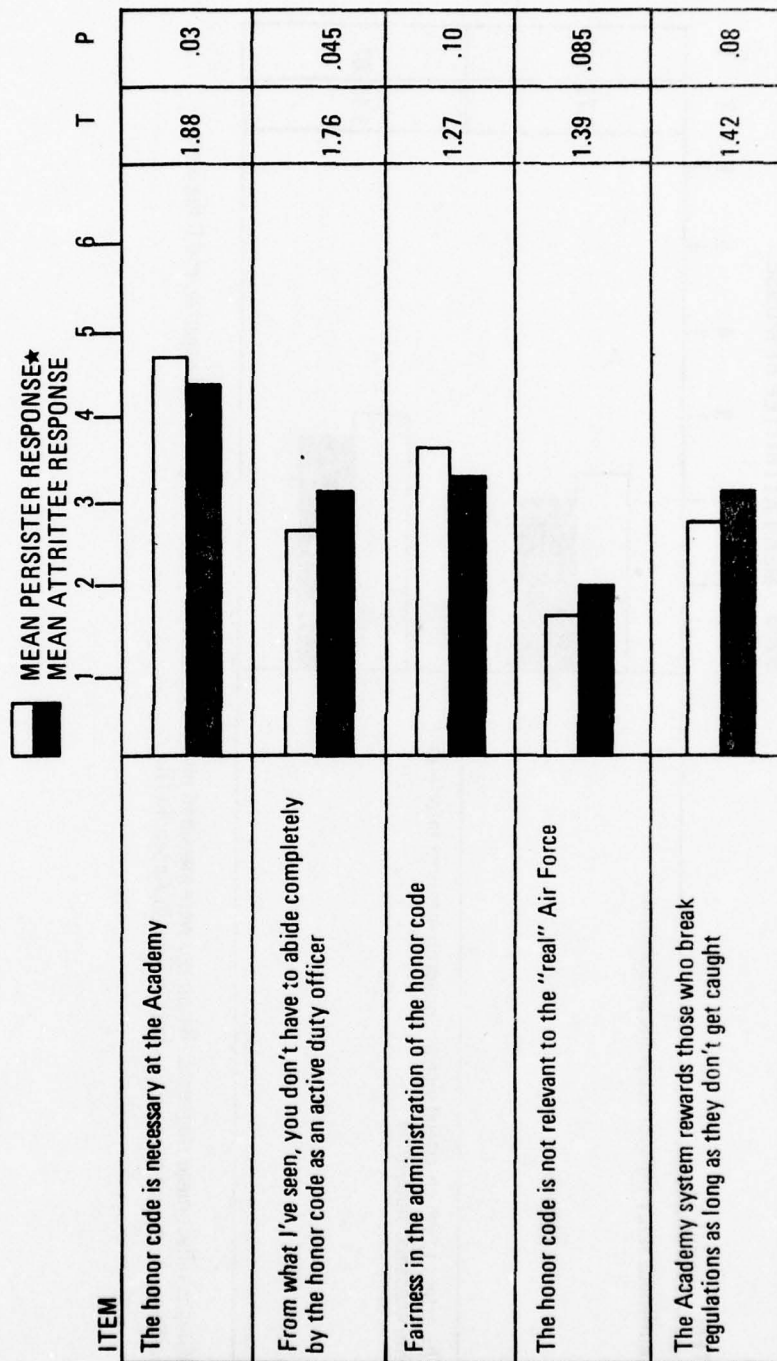
TABLE 19 PERCEIVED EXTRACURRICULAR OPPORTUNITY



★Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

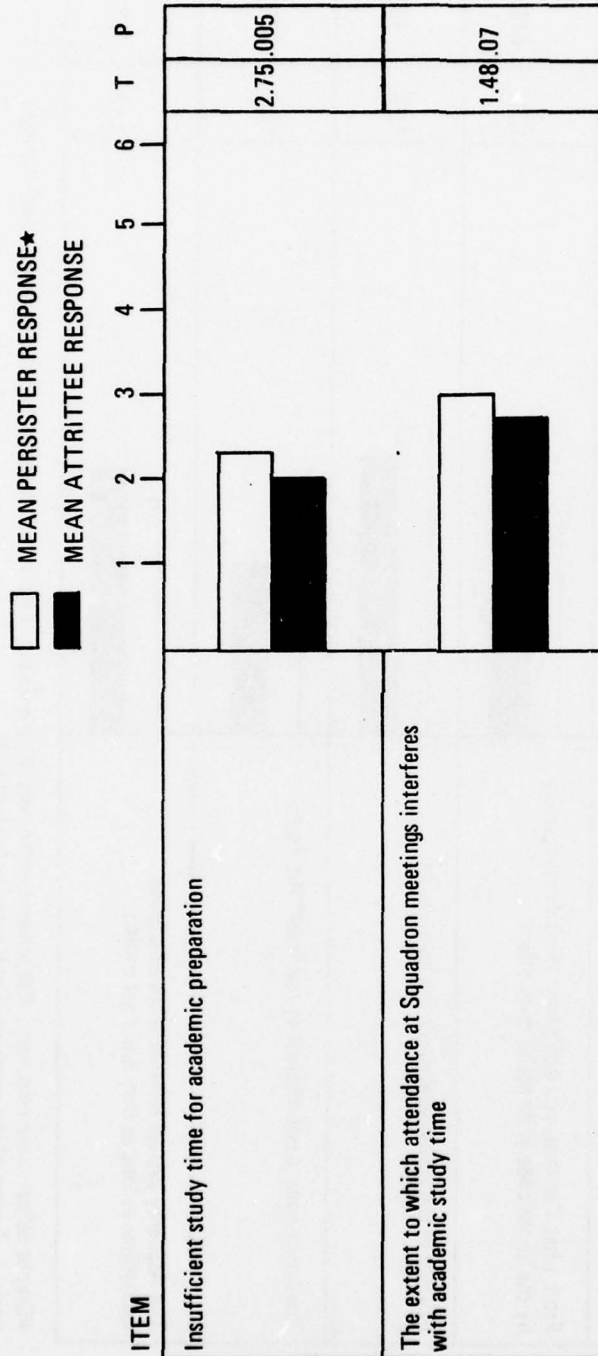


TABLE 20 HONOR



\*Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

TABLE 21 STUDY TIME



★Graphs reflect mean responses. Responses were measured on a six point scale, with 1 being the most negative, and 6 the most positive. A copy of the questionnaire is given in Appendix III.

TABLE 22

MULTIPLE REGRESSION ANALYSIS OF 4<sup>th</sup> YEAR ATTRITION -  
150 ITEM AAI-II AGAINST 4th CLASS YEAR ATTRITION

Multiple R	0.40658
R Square	0.16531
Adjusted R Square	0.13630
Standard Error	0.16189

Analysis of Variance	DF	Sum of Squares	Mean Square	F
Regression	45.	6.56576	0.14591	5.56741*
Residual	1265.	33.15202	0.02621	

\*P <.01

TABLE 23

DISCRIMINANT ANALYSIS - 4<sup>o</sup> CLASS YEAR  
PERSISTERS VERSUS ATTRITEES

<u>VARIABLE ENTERED</u>	<u>F TO ENTER OR REMOVE</u>	<u>WILKS' LAMBDA</u>	<u>SIG.</u>	<u>STANDARDIZED DISCRIM. FUNC COEFFI. FUNC 1</u>
018	76.97790	.94450	0.000	-0.46893-
002	13.96458	.93453	0.000	0.31073-
023	12.05486	.92600	0.000	-0.33490-
025	9.90484	.91903	0.000	-0.42614-
016	7.98260	.91345	0.000	0.33698-
013	2.81820	.91148	0.000	0.19365
022	2.78798	.90953	0.000	0.17745
029	2.86701	.90754	0.000	-0.13494
010	1.92570	.90620	0.000	-0.12911
001	1.40805	.90522	0.000	-0.12093
019	1.27728	.90433	0.000	0.11741
027	1.27942	.90344	0.000	0.11138
030	1.10288	.90267	0.000	-0.10008

ACTUAL GROUPPREDICTED GROUP

	Persister	Attrittee
Persisters	83%	17%
Attrittees	12%	88%

Overall % Correctly Classified = 84%



academic preparation as demotivational, as is attendance at squadron meetings in interfering with study time.

#### AAI-II: DISCUSSION AND RECOMMENDATIONS

Of the variety of areas examined, the most significant environmental aspect relating to 4<sup>o</sup> year attrition would appear to be interactions with significant others - specifically, upperclass and AOC's. While interactions with faculty were addressed on the AAI-II, the results were not found to be significant relative to attrition. If one views the building of career commitment as a process of socialization into the military, accomplished in large measure by the former personnel, the effort obviously falls short in achieving its desired effect with attritees. The results of the present analysis suggest some areas in need of increased emphasis relative to 4<sup>o</sup> year attrition.

Regardless of the validity of the perception, for the 4th class attrittee the AOC is viewed as a distant figure, who shows little interest in individual cadet welfare. It is clear from the results that the attrittee sees the AOC in a negative light, and would not be likely to approach him to discuss a problem, or express his concerns about the institution. He thus is deprived of a valuable source of counseling, which, if obtained at a sufficiently early point, might prevent the cadet's resignation.

Alternatively, even given AOC counseling, it is indeed possible the effort would be rendered ineffective as a consequence of the attrittee's negative AOC perception.

It is recommended, therefore, that the AOC be encouraged to exhibit increased attention to the 4<sup>o</sup> members of his squadron, and to make better known to those members his availability and willingness to talk to them on any subject, in an atmosphere devoid of the threat of punishment.

Even more important as far as 4<sup>o</sup> year attrition is concerned, is the relationship experienced by the 4<sup>o</sup> with the upperclass. The latter represent those most significantly involved in the socialization process here at the Academy. Yet for the attrittee, they too are viewed as distant, hostile, and not open to discussion. Moreover, they are perceived as requiring standards of military conduct in the 4<sup>o</sup> year that do not apply to themselves. Hence the 4<sup>o</sup> attrittee tends to reject that training system as irrelevant, and perhaps, hypocritical. Further, he sees little in the behavior of the upperclass worthy of

emulation. An analysis of the assessment of upperclassmen by persisters only is consistent with the results from attritees. Sixty-eight percent of the persisters agree that upperclassmen set a poor example for lower classmen, and 64% rate that example as demotivating. Only 52% of the 4th class persisters agree that upperclassmen in their squadrons maintain high standards of military performance, and 64% rate the extent to which there is unity between different classes in their squadrons as demotivating. Sixty-nine percent of the persisters do not agree that a cadet's experiences during the 4th class year build commitment to an Air Force career, and 84% rate the extent to which the requirements of the 4th class year have applicability to an Air Force career as demotivating. Only 56% of the persisters concur that the military training during the 4th class year has a useful purpose.

This clearly is not a problem amenable to a quick solution. However, it is apparent that any effort to reduce 4<sup>o</sup> year resignations must address the effectiveness of the training provided by the upper-class, and the nature of their relationship with lower classmen.

It is imperative that 4th classmen understand and accept the 4th class training system. It is unlikely that the Academy can achieve this goal by edict, as this is an area of cadet behavior which essentially must be solved by the cadets themselves. It is recommended that the cadet wing be informed of these results, and that they be tasked to arrive at their own recommendations regarding appropriate action.

It is suggested that the possibility of shortening the 4th class year training system be considered. It was noted in the results, for example, that perceived extracurricular opportunity is a source of dissatisfaction for the attritee. Here again, the persister responses though less negative, also indicate dissatisfaction on this factor. Seventy-eight percent of the 4th class persisters rate the frequency with which they have the opportunity to go off-base as demotivating, and 75% of them so rate the amount of privileges available to 4th classmen. Significantly, 92% of the persisters rate the opportunity for a social life during the 4th class year as demotivating.

The results concerning organizational climate indicate that both attritees and persisters prefer a less structured environment than that offered by the Academy. This result suggests the Academy might seriously consider appropriate ways of reducing organizational structure, or of increasing the acceptance of the existing system by the 4th class.

One aspect of organizational climate that should be amenable to

change concerns participation of cadets in intramural sports. Attrittees report significantly less opportunity for participation in this important activity. It is entirely possible that this simple fact has a far reaching effect on overall attitude. The results indicate the 4<sup>o</sup> year attrittee is less comfortable with cadet group activities than the persister, a circumstance that must by necessity affect his socialization within the Academy. Increased involvement on athletic teams could potentially ameliorate this attrittee characteristic. It is recommended, therefore, that a concerted effort be made to assure equality of cadet participation in intramural activities, and that some orientation be provided the cadet wing concerning the reason for this action.

The results with respect to study time are consistent with a concern already expressed by the Academy during the 4th class year for the Class of 1980. An analysis of the 4th class cadet day completed in the Fall of 1976 indicated that indeed an insufficiency of study time existed, as a result of which classroom periods were shortened from 60 to 50 minutes for the 4th class only, in order to increase time between periods. Perceived interference with study time was apparently more demotivating for the attrittee than the persister. It is clear that both with respect to the Academic schedule and the military requirements levied within the cadet wing, continued attention is necessary to assure the daily time requirements are not unreasonable.

The honor code is a sensitive issue at the Academy, and is considered by many to be among the most important aspects of Academy training. Regardless of how the code is in fact administered, the attrittees perception of its management is decidedly negative. An analysis of the responses by persisters is equally disturbing. Forty-two percent of the persisters rate perceived fairness in administration of the code as demotivating. Sixty-one percent agree that one doesn't have to abide completely by the honor code as an active duty officer. A distinct issue, but one which relates directly to cadet perceptions of the extent to which their peers are committed to compliance with a set of rules, is the fact that sixty percent of the persisters agree that the Academy rewards those who break regulations as long as they don't get caught. This represents inferential evidence that the typical cadet may separate issues of honor from other socially reprehensible behavior, a forced dichotomy which the Academy honor code may be unwittingly supporting.

As of the publication of this report, a special ad hoc Honor Review Committee composed of Faculty and personnel under the Commandant of Cadets has been formed by the Superintendent to study the administration of the honor code, and submit recommendations as appropriate. As the issue is now under special study, no further comment concerning



the code will be made here.

It was noted in the results that the attrittee reports dissatisfaction with the quality of education at the Academy. His attitude in this regard probably reflects his rationalization for leaving, and may also indicate a preference for a less engineering/science oriented curriculum. As noted in the results, significantly fewer attrittees report satisfaction with the freedom at the Academy to take an academic curriculum that interests them, and fewer consider the core academic curriculum to be worthwhile.

There is little the Academy could, or should, do to change this situation, given the mission of the institution. However, an intensified effort to clearly impress upon prospective candidates the curriculum content offered by the Academy would be appropriate.

## SECTION V

### CONCLUSIONS

While there exists many areas of obvious continuity between BCT and 4th class year attrition (especially Fall attrition), a major difference is evident in the impact of the training environment. BCT received overwhelmingly positive ratings by persisters, and substantially positive ratings on many items by attrittees. Those items not highly rated by attrittees were consistent with certain personal characteristics which were evident from even the beginning of BCT (e.g., preference for individual over group endeavors). Hence, BCT attrition appears to be largely a function of personal characteristics rather than the institutional environment. Reduction of BCT attrition is therefore more a matter of candidate selection, than of modifying training.

While the data indicate personal characteristics continue to play a role in 4th class year attrition (e.g., the 4th class year attrittee, like the BCT attrittee, prefers individual over group activities), the results also suggest an interaction of these personal factors with various demotivational aspects of the training environment. It is significant that, unlike BCT, 4th class year persisters are not consistently positive in their assessment of Academy training. On many of the items receiving a negative response by the attrittee, the persister was also less positive, though significantly more so than the attrittee (e.g., honor, organizational structure, 4th class year privileges, interactions with the upperclass).

The results suggest that review of the 4th class training system might be warranted. The existing training practices appear to have



engendered some negative attitudes towards the institution, not only on the part of those who leave, but among those who persist as well. The reader may find it instructive in this regard to refer to Appendix IV. In addition to completing the AAI-II at the end of their 4th class year, 4th class persisters were asked to list the ten most demotivational aspects of their training system. Percentages were tallied based on a random sample of 250 of the cadets responding. Based on the results, a representative response by a single cadet is quoted, and the percentage of other cadets giving similar responses for each item is given.

The results are consistent with the rest of the questionnaire data, that is, they point up the need for changes in the 4th class year training system.

It is recommended that some method of providing feedback from the 4th class to the upperclassmen responsible for their training be instituted. To the extent that the impact of the training provided by the latter is negative in its effect, they should be so informed, and an effort be made to determine why this effect has occurred.

It appears that an increased effort to establish specific, standardized, and publicized goals for the 4th class year training system is necessary. It is also recommended that shortening the training system to the middle of the Academic Year be considered.

In 1976, the Superintendent established a change in the training philosophy to one of positive motivation. Continued emphasis on the use of positive motivation is needed. It is to be expected that the transition to the latter system on the part of those who themselves were not trained under it, will not occur quickly, nor easily. Nevertheless, with continued support for this change, improvement in the organizational climate experienced by cadets is likely. The results of the present effort would suggest in particular that more of an effort to exhibit leadership by example is necessary on the part of the upperclass. It is suggested that any such improvement in leadership style need involve only subtle changes, e.g., not necessarily in what the 4th classmen are told to do, but in how they are told to do it by individual upperclassmen. The ultimate effect of this recommendation on cadets should be an increase in the applicability of their leadership experience at the Academy to active duty as Air Force Officers.

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## Appendix I

### USAF ACADEMY ATTRITIONAL ASSESSMENT INSTRUMENT

PERSONAL INFORMATION FROM THE INDIVIDUAL IS SOLICITED. AS REQUIRED BY THE PRIVACY ACT OF 1974, WE ADVISE:

AUTHORITY: Title 10, United States Code, 8012.

PRINCIPAL PURPOSES: To identify factors contributing to attrition within the Academy training environment.

ROUTINE USES: The data obtained from this questionnaire will be analyzed on a longitudinal basis. The questionnaire will be routinely readministered to a random sample of the cadet wing on a continuing basis. The data will be provided to the Superintendent and other USAFA activities as appropriate.

DISCLOSURE IS VOLUNTARY: The questionnaire has been requested by the Superintendent, USAFA. Completion of the questionnaire is voluntary. However, in the absence of full participation by the representative cross section of cadets identified for testing, the results of this research effort could be biased. Therefore, full participation is desired. No action will be taken against those cadets who refuse to complete the questionnaire, and there are no effects of nonparticipation.

#### INSTRUCTIONS FOR COMPLETING IDENTIFYING INFORMATION ON THE ANSWER SHEET

There are three items of information desired on your answer sheet: Your name, sex, and cadet number. Please code your name (first six letters of your last name, first name initial, and middle initial), your sex (G = female, B = male), and your cadet number in the areas on your answer sheet designated for that information. Use a number 2 pencil for all entries on the answer sheet. Do not tear or fold the answer sheet.

#### INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

The General Accounting Office recently published its study of attrition at the five service academies. Their study recommended that each academy conduct further such research on a continuing basis so as to identify motivational and demotivational factors in their training. That is the purpose of this questionnaire. Your candid responses are absolutely essential if this instrument is to accomplish its purpose.

You have our word that your answer sheets will be treated with strict anonymity. No one will be provided with any cadet's responses on a by-name basis. Therefore, please do not choose an answer because you think it is the acceptable answer for a cadet to give. We are interested in obtaining your candid views of this institution. The sole purpose in providing your name and cadet number on the answer sheet is to allow us to follow changes in cadet attitudes on taking this questionnaire again at a later date. Your cooperation is greatly appreciated.

Some of the questions below may refer to activities you have not yet experienced. Answer all questions anyway. If you have not yet experienced the activity referenced, answer on the basis of what you expect the activity will be like.

PLEASE DO NOT WRITE ON THE QUESTIONNAIRE BOOKLET

The following is a list of statements about many different subjects. Please indicate your degree of agreement or disagreement with the following statements, using the scale given below:

1 = strongly disagree  
2 = moderately disagree  
3 = mildly disagree

4 = mildly agree  
5 = moderately agree  
6 = strongly agree

1. I would characterize one of my element leaders in BCT as positively motivating me to remain at the Academy.
2. I do very well in most tasks I undertake.
3. I like doing tasks with a group of people.
4. The Federal Government should do more than it presently is doing to protect the environment.
5. I would like to be able to get married during the four years after high school.
6. An Air Force career provides a better opportunity than most civilian careers.
7. I would characterize one of my element sergeants during BCT as positively motivating me to remain at the Academy.
8. I might not have come to the Academy in the first place if it were not for the home town publicity I received upon my selection.
9. The upperclassmen in my squadron maintain high standards of military performance.
10. The Federal Government should guarantee jobs for all citizens.
11. I feel my attitude toward the Academy is very similar to most of my classmates.
12. The Government should not have the right to deny cadets the opportunity to get married before graduation.
13. The future opportunity for travel and adventure is a prime reason for my desire to become an Air Force Officer.
14. The military environment at the Academy is too competitive.
15. Academic instructors generally encourage extra instruction of deficient cadets.
16. The cadre during BCT maintain high standards of performance.
17. Most classmates in my squadron maintain high standards of military performance.



1 = strongly disagree  
2 = moderately disagree  
3 = mildly disagree

4 = mildly agree  
5 = moderately agree  
6 = strongly agree

18. In general, the training received during BCT has a useful purpose.
19. I perform best in a highly competitive environment.
20. I would characterize myself as being physically prepared for BCT training.
21. Weapons drill during BCT should be less frequent.
22. Many cadets place high on the Military Order of Merit who don't deserve it.
23. I am not accustomed to failing a task.
24. The training during BCT does effectively prepare one to become a cadet.
25. I was confident that I had sufficient ability to succeed at the Academy before arriving.
26. Too little time is allocated for most of the activities during BCT.
27. I am unclear as to the scope and responsibility of my role as a cadet.
28. The opportunity for long run financial security was a strong influence on my decision to attend the Academy.
29. I would characterize one of my element sergeants in BCT as setting a good example for doolies.
30. I believe the disciplinary action for a given infraction should take into account the surrounding circumstances.
31. The faculty academic instructors in most courses know their subject matter well.
32. The last 3 weeks of BCT motivate a doolie to remain at the Academy.
33. I feel comfortable in approaching my military studies instructor on any given matter.
34. I would characterize one of my element sergeants during BCT as exhibiting a positive attitude towards the Academy.
35. I am positive I want to become an Air Force officer.
36. The demands made upon me by officers and upperclassmen usually are not conflicting.
37. I feel comfortable in approaching most athletic training officers on any given matter.

1 = strongly disagree  
2 = moderately disagree  
3 = mildly disagree

4 = mildly agree  
5 = moderately agree  
6 = strongly agree

38. There should be more emphasis on knowledge testing during the 4th class year.
39. I feel that I am not qualified to handle the physical requirements expected of me at the Academy.
40. The longer you stay at the Academy, the more committed you become to an Air Force career.
41. I would rate the Academy physical conditioning program as being of value to me.
42. The cadet who does a good job is rewarded for it.
43. I feel I will succeed at the Academy no matter what I must do.
44. Upperclassmen in my Squadron are easy to approach and cooperative.
45. The Federal Government should do more than it is presently doing to promote nationwide school desegregation.
46. The more I see of the Air Force, the more I would like to become an officer.
47. I work best by myself.
48. If I don't like an activity, I generally would prefer to be able to drop it and go on to something else.
49. In general, my attitudes and beliefs are similar to those of my classmates.
50. A very strong reason for my attending the Academy was my desire to fly.
51. The Military Academies should remain all male institutions.
52. I have been satisfied with the quality of instruction in most of my academic courses.
53. Most cadets consistently comply with regulations.
54. I do very well in most athletic activities.
55. There should be a strict merit system in job appointment and promotion without regard to sex.
56. There is too much emphasis on winning in intramural athletics at the Academy.

1 = strongly disagree  
2 = moderately disagree  
3 = mildly disagree

4 = mildly agree  
5 = moderately agree  
6 = strongly agree

57. I am required to take too heavy an academic load.
58. There is sufficient time for sleep during BCT.
59. I prefer an unstructured, easy going life style.
60. Marching drill during BCT should be more frequent.
61. Women should be concerned with their duties of childbearing and house-tending, rather than with desires for professional and business careers.
62. You don't have to abide completely by the honor code as an active duty officer.
63. The Academy's academic grading system is generally fair and equitable.
64. My expectations of receiving an excellent education at the Academy are being met.
65. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
66. I have to work much harder at the Academy on academics than I did in high school.
67. The memorization of knowledge required during BCT has a valid purpose.
68. There are many jobs in which men should be given preference over women in being hired or promoted.
69. It has not been made clear to me just what my military responsibilities are.
70. I'm proud of my accomplishments as a cadet.
71. It has not been made clear to me just what my academic responsibilities are.
72. I know what upperclassmen and officers expect of me.
73. I would characterize one of my element leaders in BCT as setting a good example for doolies.
74. Academic instructors are readily available for extra instruction of deficient cadets.
75. Women should worry less about their rights and more about becoming good wives and mothers.

1 = strongly disagree  
2 = moderately disagree  
3 = mildly disagree

4 = mildly agree  
5 = moderately agree  
6 = strongly agree

76. Most of the Air Officers Commanding (AOC's) I observe rely primarily on positive tactics (praise, reward, etc.) to produce desired behavior.
77. I would characterize one of my element leaders during BCT as exhibiting a positive attitude towards the Academy.
78. Women should assume their rightful place in business and all the professions along with men.
79. I feel comfortable in approaching most academic faculty members on any given matter.
80. Upperclassmen in my Squadron listen to what I have to say.
81. I am given adequate feedback on my athletic performance.
82. I know the purpose of most of the activities in BCT.
83. Classmates in my Squadron are easy to approach and cooperative.
84. There should be more emphasis on intramural athletics at the Academy.
85. Most upperclassmen in my Squadron set a poor example for lower classmen.
86. The pressure on a woman cadet is no more likely to be higher than that on a male cadet.
87. In most endeavors, classmates in my Squadron help each other out.
88. I am given adequate feedback on my peer ratings.
89. The contact I have with officers tells me what the "real" Air Force is like.
90. I was properly prepared for the rigors of the academic program before coming to the Academy.
91. In most endeavors, classmates in my squadron encourage each other to give their best effort.
92. There should be more camaraderie/esprit de corps at the Academy.
93. The Core academic program is too math/science oriented.
94. I believe I am capable of expressing myself well in writing.
95. There should be less emphasis on athletics at the Academy.
96. Many cadets strive for visibility with their squadron peers only when it is time for MOM's to be decided.



1 = strongly disagree  
2 = moderately disagree  
3 = mildly disagree

4 = mildly agree  
5 = moderately agree  
6 = strongly agree

97. The pay while attending the Academy is an incentive for not leaving.
98. Sons in a family should be given more encouragement to go to college than daughters.
99. Classmates in my squadron listen to what I have to say.
100. I wish I had never attended the Academy.
101. Women cadets can't perform at as high an overall level as male cadets.
102. If it wasn't for the cost of an education, I would probably be at a civilian college.
103. I can talk to most of my classmates without fear of them divulging my confidence.
104. The honor code is not relevant to the "real" Air Force.
105. Women cadets are more likely than men to get preferential treatment on ratings/gradings at the Academy.
106. Most first classmen in my Squadron have an "I don't care" attitude.
107. The reputation of academic excellence was a major factor in my attending the Academy.
108. I enjoy Academy intramural sports.
109. The honor and prestige associated with the appointment was a key factor on my attending the Academy.
110. Academics are more difficult than I expected at the Academy.
111. The Academy system rewards those who break regulations as long as they don't get caught.
112. My attitudes and beliefs are similar to those of active duty military personnel I know.
113. The honor code is necessary at the Academy.
114. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
115. Physical conditioning receives too much emphasis during the academic year.
116. A woman cadet is likely to be held in low esteem by the majority of cadets.

1 = strongly disagree  
2 = moderately disagree  
3 = mildly disagree

4 = mildly agree  
5 = moderately agree  
6 = strongly agree

117. The academic program allows me the opportunity to major in the area that most interests me.
118. The upperclassmen in my squadron maintain high standards of compliance with regulations.
119. The cadre during BCT maintain high standards of knowledge of subject matter.
120. The intellectual leadership of a community should be largely in the hands of men.
121. Most faculty academic officers merit my trust and confidence.
122. I have met many Air Force Officers I want to be like.
123. I feel the Academy offers one of the best educations available.
124. I would characterize one of my element leaders during BCT as relying primarily on reward (praise, etc.) to produce desired behavior.
125. An Air Force career provides a better opportunity for a woman than most civilian careers.
126. The Air Force Academy is not worth the cost of the product.
127. Women should be given equal opportunity with men for apprenticeship in the various trades.
128. The desire to serve my country was an important factor in my coming to the Academy.
129. High school prepared me adequately for Academy academics.

The following is a list of personal characteristics. Rate yourself on the following items in terms of where you think you actually deserve to be considered in relation to your fellow cadets (classmates). Use the following scale:

1 = bottom 16%

2 = bottom 32%

3 = bottom 48%

4 = top 48%

5 = top 32%

6 = top 16%

- 130. Academic ability
- 131. Writing ability
- 132. Athletic ability
- 133. Artistic ability
- 134. Creative ability
- 135. Cheerfulness
- 136. Drive to achieve
- 137. Leadership ability
- 138. Mathematical ability
- 139. Mechanical ability
- 140. Originality
- 141. Political conservatism
- 142. Popularity with peers
- 143. Popularity with the opposite sex
- 144. Public Speaking Ability
- 145. Self-confidence
- 146. Sensitivity to criticism
- 147. Sympathy for others
- 148. Stubbornness
- 149. Willingness to follow orders
- 150. Ability to communicate with others.

## Appendix II

### USAF ACADEMY ATTRITIONAL ASSESSMENT INSTRUMENT -BCT SUPPLEMENT-

#### PRIVACY ACT STATEMENT

PERSONAL INFORMATION FROM THE INDIVIDUAL IS SOLICITED. AS REQUIRED BY THE PRIVACY ACT OF 1974, WE ADVISE:

AUTHORITY: Title 10, United States Code, 8012.

PRINCIPAL PURPOSES: To identify factors contributing to attrition within the Academy training environment.

ROUTINE USES: The data obtained from this questionnaire will be analyzed on a longitudinal basis. The questionnaire will be routinely readministered to a random sample of the cadet wing on a continuing basis. The data will be provided to the Superintendent and other USAFA activities as appropriate.

DISCLOSURE IS VOLUNTARY: The questionnaire has been requested by the Superintendent, USAFA. Completion of the questionnaire is voluntary. However, in the absence of full participation by the representative cross section of cadets identified for testing, the results of this research effort could be biased. Therefore, full participation is desired. No action will be taken against those cadets who refuse to complete the questionnaire, and there are no effects of nonparticipation.

#### INSTRUCTIONS FOR COMPLETING IDENTIFYING INFORMATION ON THE ANSWER SHEET

There are three items of information desired on your answer sheet: Your name, sex, and cadet number. Please code your name (first six letters of your last name, first name initial, and middle initial), your sex (G = female, B = male), and your cadet number in the areas on your answer sheet designated for that information. Use a number 2 pencil for all entries on the answer sheet. Do not tear or fold the answer sheet.

#### INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

This questionnaire consists of a list of BCT activities. Please rate the activities listed in terms of the degree to which you consider them to be personally motivating, i.e., the extent to which they increased your satisfaction in attending the USAF Academy. Use the scale given below.

If you are resigning prior to the completion of BCT, answer only those items which you have in fact experienced, leaving the nonexperienced items blank. The items are divided on the basis of whether they occurred in first or second BCT. Activities occurring in both first and second BCT are listed only under first BCT.

Use the following rating scale to answer all items:

- |                             |                           |
|-----------------------------|---------------------------|
| 1 = strongly demotivating   | 4 = mildly motivating     |
| 2 = moderately demotivating | 5 = moderately motivating |
| 3 = mildly demotivating     | 6 = strongly motivating   |

PLEASE DO NOT WRITE ON THE QUESTIONNAIRE BOOKLET.



1 = strongly demotivating  
2 = moderately demotivating  
3 = mildly demotivating

4 = mildly motivating  
5 = moderately motivating  
6 = strongly motivating

FIRST BCT

1. Practice Saturday Morning Inspection
2. Parade
3. Practice In-Ranks Inspection
4. Finance Briefing
5. Regulations/Security Lecture
6. Honor Lecture
7. Swearing-in
8. T-37 Stardust Briefing and Ride
9. Cadet Personnel Services Briefing
10. Saturday Morning Inspection
11. Question and Answer Sessions
12. Functional Leadership Course
13. Knowledge Testing
14. Decorum Lecture
15. Airshow
16. Commandant's Address
17. Basic Cadet Introduction
18. Commander's Time
19. Doolie Dining Out
20. Basic Cadet Time
21. Leadership Reaction Course
22. Orientation Briefing
23. Drill

1 = strongly demotivating  
2 = moderately demotivating  
3 = mildly demotivating

4 = mildly motivating  
5 = moderately motivating  
6 = strongly motivating

- 24. Map Reading
- 25. In-Ranks Inspection
- 26. Ethics Lecture
- 27. Coke Break
- 28. Placement Testing
- 29. Heritage
- 30. Parasail
- 31. Chapel Orientation
- 32. Swim Test
- 33. In Processing
- 34. Care and Cleaning
- 35. Physical Fitness Test
- 36. Chapel Services
- 37. Athletic Briefing
- 38. Squadron Detail
- 39. Weight Check
- 40. Psychological Testing
- 41. Chaplains Picnic
- 42. Sports Activities
- 43. Physical Conditioning
- 44. Planetarium Visit
- 45. Land Navigation

1 = strongly demotivating  
2 = moderately demotivating  
3 = mildly demotivating

4 = mildly motivating  
5 = moderately motivating  
6 = strongly motivating

46. Superintendent's address
47. Social Actions Orientation
48. Drill Competition
49. Armed Combat Training
50. Helicopter Ride
51. Obstacle Course
52. Valley Sweepstakes
53. T-43 Navigation Ride
54. Confidence Course
55. Tactical Decision Training
56. Log Race
57. General MacArthur's Address
58. Unarmed Combat Training
59. First Aid Training
60. Safety Lecture
61. Weapons Range
62. Mean Mother Competition
63. Army Display
64. Evening Movies
65. Jacks Valley Setup/Teardown
66. Small Element Leadership
67. Communications Training
68. Field Day Practice
69. Move to Permanent Squadrons
70. Jack's Valley Road March
71. Field Day Competition

### Appendix III

#### USAF ACADEMY ATTRITIONAL ASSESSMENT INSTRUMENT

PERSONAL INFORMATION FROM THE INDIVIDUAL IS SOLICITED. AS REQUIRED BY THE PRIVACY ACT OF 1974, WE ADVISE:

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ROUTINE USES: The data obtained from this questionnaire will be analyzed on a longitudinal basis. The questionnaire will be routinely readministered to a random sample of the cadet wing on a continuing basis. The data will be provided to the Superintendent and other USAFA activities as appropriate.

DISCLOSURE IS VOLUNTARY: The questionnaire has been requested by the Superintendent, USAFA. Completion of the questionnaire is voluntary. However, in the absence of full participation by the representative cross section of cadets identified for testing, the results of this research effort could be biased. Therefore, full participation is desired. No action will be taken against those cadets who refuse to complete the questionnaire, and there are no effects of nonparticipation. The purpose of this effort is to improve the Academy environment. Your input will help us to do that.

#### INSTRUCTIONS FOR COMPLETING IDENTIFYING INFORMATION ON THE ANSWER SHEET

There are three items of information desired on your answer sheet: Your name, sex, and cadet number. Please code your name (first six letters of your last name, first name initial, and middle initial), your sex (G = female, B = male), and your cadet number in the areas on your answer sheet designated for that information. Use a number 2 pencil for all entries on the answer sheet. Do not tear or fold the answer sheet.

#### INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Last year the General Accounting Office published its study of attrition at the five service academies. Their study recommended that each Academy conduct further such research on a continuing basis so as to identify motivational and demotivational factors in their training. That is the purpose of this questionnaire. Your candid responses are absolutely essential if this instrument is to accomplish its purpose.

#### PLEASE DO NOT WRITE ON THE QUESTIONNAIRE BOOKLET



You have our word that your answer sheets will be treated with strict anonymity. No one will be provided with any cadet's responses on a by-name basis. Therefore, please do not choose an answer because you think it is the acceptable answer for a cadet to give. We are interested in obtaining your candid views of this institution. The sole purpose in providing your name and cadet number on the answer sheet is to allow us to follow changes in cadet attitudes on taking this questionnaire again at a later date. Your cooperation is greatly appreciated.

PLEASE DO NOT WRITE ON THE QUESTIONNAIRE BOOKLET

The following is a list of statements about many different subjects. Please indicate your degree of agreement or disagreement with the following statements, using the scale given below:

1 = strongly disagree  
2 = moderately disagree  
3 = slightly disagree

4 = slightly agree  
5 = moderately agree  
6 = strongly agree

1. I would characterize one of my element leaders as positively motivating me to remain at the Academy.
2. I do very well in most tasks I undertake.
3. I like doing tasks with a group of fellow cadets.
4. An Air Force career provides a better opportunity than most civilian careers.
5. I would characterize one of my element sergeants as positively motivating me to remain at the Academy.
6. The upperclassmen in my Squadron maintain high standards of military performance.
7. I feel my attitude toward the Academy is very similar to most of my classmates.
8. I would prefer to have the option of getting married before graduation if I so desired.
9. The military environment at the Academy is too competitive.
10. Academic instructors generally encourage extra instruction of deficient cadets.
11. Most classmates in my Squadron maintain high standards of military performance.
12. In general, the military training received during the fourthclass year has a useful purpose.
13. I perform well in a highly competitive environment.
14. Many cadets place high on the Military Order of Merit who don't deserve it.

1 = strongly disagree  
2 = moderately disagree  
3 = slightly disagree

4 = slightly agree  
5 = moderately agree  
6 = strongly agree

15. I believe the disciplinary action for a given infraction should take into account the surrounding circumstances.
16. The faculty academic instructors in most courses know their subject matter well.
17. I feel comfortable in approaching my military studies instructor on any given matter.
18. I am positive I want to become an Air Force officer.
19. I feel comfortable in approaching most athletic training officers on any given matter.
20. Emphasis on knowledge testing during the 4th class year is about the right amount.
21. The longer you stay at the Academy, the more committed you become to an Air Force career.
22. The cadet who does a good job is typically rewarded for it.
23. I feel I will succeed at the Academy no matter what I must do.
24. Upperclassmen in my Squadron are easy to approach and cooperative.
25. The more I see of the Air Force, the more I would like to become an officer.
26. I work best by myself.
27. A very strong reason for my attending the Academy is my desire to fly.
28. A cadet's experiences during the 4th class year build commitment to an Air Force career.
29. I have been satisfied with the quality of instruction in most of my academic courses.
30. I do well in most athletic activities.

1 = strongly disagree  
2 = moderately disagree  
3 = slightly disagree

4 = slightly agree  
5 = moderately agree  
6 = strongly agree

31. There is too much emphasis on winning in intramural athletics at the Academy.
32. I am required to take too heavy an academic load.
33. I prefer a more unstructured life style than is available at the Academy.
34. From what I've seen, you don't have to abide completely by the honor code as an active duty officer.
35. The Academy's academic grading system is generally fair and equitable.
36. My expectations of receiving an excellent education at the Academy are being met.
37. The memorization of knowledge required during the 4th class year has a valid purpose.
38. It has not been made clear to me just what my military responsibilities are.
39. I'm proud of my accomplishments as a cadet.
40. It has not been made clear to me just what my academic responsibilities are.
41. I know what upperclassmen and officers expect of me.
42. Academic instructors are readily available for extra instruction of deficient cadets.
43. A cadet's experiences during the 4th class year are a real test of commitment to an Air Force career.
44. Most of the Air Officers Commanding (AOC's) I observe rely primarily on positive tactics (praise, reward, etc.) to produce desired behavior.
45. I feel comfortable in approaching most academic faculty members on any given matter.



1 = strongly disagree  
2 = moderately disagree  
3 = slightly disagree

4 = slightly agree  
5 = moderately agree  
6 = strongly agree

46. I am given adequate feedback on my athletic performance.
47. Classmates in my Squadron are easy to approach and cooperative.
48. There should be more emphasis on full participation in intramural athletics at the Academy.
49. Many upperclassmen in my Squadron set a poor example for lower classmen.
50. I am given adequate feedback on my peer ratings.
51. The contact I have with officers tells me what the Air Force is like.
52. There should be more camaraderie/esprit de corps at the Academy.
53. The Core academic program is too math/science oriented.
54. Many cadets strive for visibility with their Squadron peers only when it is time for MOM's to be decided.
55. The pay while attending the Academy is an incentive for not leaving.
56. I wish I had never attended the Academy.
57. If it wasn't for the cost of an education, I would probably be at a civilian college.
58. I can talk to most of my classmates without fear of them divulging my confidence.
59. The honor code is not relevant to the "real" Air Force.
60. Many first classmen in my Squadron have an "I don't care" attitude.
61. I enjoy Academy intramural sports.
62. Academics are more difficult than I prefer at the Academy.
63. The Academy system rewards those who break regulations as long as they don't get caught.

1 = strongly disagree  
2 = moderately disagree  
3 = slightly disagree

4 = slightly agree  
5 = moderately agree  
6 = strongly agree

- 64. My attitudes and beliefs are similar to those of active duty military personnel I've met.
- 65. The honor code is necessary at the Academy.
- 66. Physical conditioning receives too much emphasis during the academic year.
- 67. Most faculty academic officers merit my trust and confidence.
- 68. I have met many Air Force Officers I want to be like.
- 69. I feel the Academy offers one of the best educations available.
- 70. The Air Force Academy is probably not worth the cost of the product.
- 71. My commitment to an Air Force career has increased during my 4th class year.
- 72. The Core academic program has too much emphasis on the Humanities and Social Science.

Most cadets find some aspects of the Academy environment motivating, and some aspects demotivating. Your responses to the following items will help the Academy to identify those features of its environment that cadets find motivating and demotivating. PLEASE INDICATE THE EXTENT TO WHICH YOU FEEL THE FOLLOWING ITEMS MOTIVATE OR DEMOTIVATE YOU TOWARDS CONTINUING AT THE AIR FORCE ACADEMY.

1 = strongly demotivating  
2 = moderately demotivating  
3 = slightly demotivating

4 = slightly motivating  
5 = moderately motivating  
6 = strongly motivating

73. Walking at attention on the marble strips of the terrazzo.
74. Eating at attention.
75. Not wearing civilian clothing during the 4th class year.
76. The heavy academic load during the 4th class year.
77. Insufficient study time for academic preparation.
78. Having to greet all upperclassmen.
79. Having to greet officers.
80. The opportunity to express your opinion to upperclassmen.
81. The extent to which you find the Core academic curriculum worthwhile.
82. The extent to which academic instructors take a personal interest in you.
83. The amount of "privileges" available to 4th classmen.
84. The helpfulness of extra instruction provided by academic instructors.
85. The extent to which you have time to take advantage of extra instruction.
86. The opportunity for a social life during the 4th class year.
87. Knowledge testing during the 4th class year.
88. Consistency in the demands made on you by upperclassmen.

1 = strongly demotivating  
2 = moderately demotivating  
3 = slightly demotivating

4 = slightly motivating  
5 = moderately motivating  
6 = strongly motivating

- 89. The superior attitude displayed towards you by upperclassmen.
- 90. The extent to which you feel you're being treated like a child by those superior in authority.
- 91. The availability of transportation (for the BX, downtown, etc.).
- 92. Having to stand noon formation.
- 93. Having practice drill.
- 94. Having Saturday Morning Inspection.
- 95. Taking Saturday Morning Training.
- 96. Calling "minutes."
- 97. Being "on-call."
- 98. The extent to which a double standard is applied to upperclassmen versus 4th classmen.
- 99. The frequency with which you have been humiliated by upperclassmen.
- 100. The extent to which the AOC makes decisions on everything you do.
- 101. Being subject to "carrot and stick" motivation (e.g., if you perform well, you'll get the chance to have a stereo in April).
- 102. The extent to which you feel you have an input for changing the "system."
- 103. Mandatory weekly attendance at athletic functions.

Inconsistency Between the Statements and Behavior of: (104, 105 & 106)

- 104. Military Training Officers (AOC's. etc.).
- 105. Academic Officers (instructors).
- 106. Athletic Training Officers.



1 = strongly demotivating  
2 = moderately demotivating  
3 = slightly demotivating

4 = slightly motivating  
5 = moderately motivating  
6 = strongly motivating

- 107. Having to behave with respect towards all upperclassmen, regardless of what you think.
- 108. The extent to which you feel class spirit is forced on you.
- 109. Having to be in bed by a certain time.
- 110. The extent to which you feel you are always being told what to do.
- 111. The frequency with which you feel you've been needlessly harrassed.
- 112. Falling-in.
- 113. The monotony of your daily activities.
- 114. The extent to which you feel the requirements in the 4th class year have applicability to an Air Force career.
- 115. The freedom you have to take an academic curriculum that interests you.
- 116. Having to memorize military "knowledge" during the 4th class year.
- 117. The extent to which you feel you've experienced punishment as a group for the transgressions of a few.
- 118. Fairness in the administration of the honor code.
- 119. Double standards for male and female cadets.
- 120. The extent to which you feel you're getting as worthwhile a college education as you would as a civilian.
- 121. The opportunity to pick roommates.
- 122. The extent to which you feel punishments meted out by your AOC are fair.
- 123. The extent to which you feel your Squadron 4th classmates help each other out.

1 = strongly demotivating  
2 = moderately demotivating  
3 = slightly demotivating

4 = slightly motivating  
5 = moderately motivating  
6 = strongly motivating

- 124. The rules against fraternization.
- 125. The quality of food served at Mitchell Hall.
- 126. The amount of time available for sleep.
- 127. Not being able to use certain doors and stairwells during the 4th class year.
- 128. The amount of homework.
- 129. The extent to which my fellow 4th classmates criticize each other.
- 130. The extent to which you feel your physical education classes are worthwhile.
- 131. Feeling that you are constantly being watched.
- 132. The frequency with which you have the opportunity to go off-base.
- 133. The extent to which you feel you are making worthwhile use of this period in your life.
- 134. The opportunity to interact with the opposite sex.
- 135. The extent to which you feel you are fulfilling your potential.
- 136. Restrictions on when you can have a stereo.
- 137. The extent to which there is unity between the different classes in your Squadron.
- 138. Having to say "no excuse, sir," when you have a perfectly logical excuse.
- 139. Having to march in parades.
- 140. Your chances to participate in varsity sports.
- 141. Your chances to participate in intramural sports.

1 = strongly demotivating  
2 = moderately demotivating  
3 = slightly demotivating

4 = slightly motivating  
5 = moderately motivating  
6 = strongly motivating

- 142. The example set by upperclassmen.
- 143. The extent to which your AOC takes a positive interest in you.
- 144. The extent to which you feel your AOC merits your trust and confidence.
- 145. Your satisfaction with dormitory living conditions.
- 146. Your satisfaction with academic classroom facilities.
- 147. Your satisfaction with the opportunity to take care of personal hygiene.
- 148. Mandatory attendance at Squadron meetings.
- 149. The extent to which attendance at Squadron meetings interferes with academic study time.
- 150. The extent to which being "on call" interferes with attendance of academic classes.
- 151. On the back of your answer sheet list the ten aspects of your 4th class year that you have found most demotivating (in order of priority beginning with the most demotivating experience). Please feel free to elaborate.

# Appendix IV

<u>PERSISTERS (N=250)</u>	ITEM: LIST THE 10 MOST DE-MOTIVATIONAL ASPECTS OF THE 4 <sup>0</sup> YEAR TRAINING SYSTEM *	% of 4 <sup>0</sup> RESPONDING SIMILARLY
1.	Inconsistency of training - there is none now and as a 4th classman, I never know where I stand.	90%
2.	Cadets playing "the role" - people putting on acts to prove rank. (Example - Group Staff, etc.)	92%
3.	Free reign of cadets to do things against other cadets (Example - "I'll write you up.")	80%
4.	The inability of most cadets to realize that we all soon will be Air Force Officers - treat me as equal. I can't believe people the same age, or just slightly older, act this way toward contemporaries.	25%
5.	The Class System - as above, we must realize we are all going to be officers, why not act like it.	55%
6.	Falling in so long - by about after Christmas, a 4th classman has learned all about his self-discipline- it need not be carried on for so long.	95%
7.	The cadet rut - "Ah-ah" - "Now I'm a 3rd classman, and you smacks are gonna ----- just like I did - when I was a 4th classman...." GOD HELP ME NOT FIT THIS.	86%
8.	The inability to carry on a normal social life - cadets are really too socially unaware - that's why there are so many problems downtown. Give a 19-22 year old kid a break - in order to be a good officer he's going to need to interact with other people besides cadets - otherwise, cadet rut again.	78%
9.	Listening to people talk who aren't as proud to be here as I am.	19%
10.	Looking at this leadership training and seeing it as the people who are leading get no feedback from who they lead.	35%

\* THE RESPONSES ARE QUOTED VERBATIM FROM A SINGLE REPRESENTATIVE 4<sup>0</sup> RESPONSE